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ABSTRACT

To demonstrate the feasibility of utilizing a commercial household service business to correct inequities connected with the household occupations, nearly 400 underemployed or unemployed persons were enrolled in a training and work experience program with a guarantee of employment for graduates. The project found that the exploitation of household workers was deeply rooted in the attitudes and practices of the employers, who strongly resisted paying adequate charges, despite the promise of professional services and guaranteed satisfaction. The project points out the need for protective legislation. (BH)

(c1)

HOUSEHOLD MANAGEMENT INC.

ED052373

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FINAL REPORT

AN EXPERIMENTAL AND DEMONSTRATIONAL

PROGRAM TO IMPROVE

THE STATUS OF HOUSEHOLD EMPLOYMENT

MARCH 15, 1968 - JULY 31, 1970

EDWARD M. BLACKOFF
PROJECT DIRECTOR

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A career development training program under a contract from the Manpower Administration, U. S. Department of Labor and the Office of Education, U. S. Department of Health, Education and Welfare.

PREFACE

This report on a special manpower project was prepared under a contract with the Manpower Administration, U.S. Department of Labor, under the authority of the Manpower Development and Training Act. Organizations undertaking such projects under the Goverment sponsorship are encouraged to express their own judgement freely. Therefore, points of view or opinions stated in this document do not necessarily represent the official position or policy of the Department of Labor.

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INTRODUCTION

Household Management, Inc., is a private for profit corporation formed in the state of New York for the purpose of formulating, developing, and implementing an experimental and demonstration program on improving the status of household employment. The program was administered by the Departments of Labor and Health, Education, and Welfare under contract numbers Labor 82-34-68-32, and OEC-0-8-008099-3510 (089), OEC-0-70-0757 (335).

Our initial research and United States Department of Labor data clearly showed a large group of household workers employed under substandard conditions. Eighty-nine percent have incomes under $2,000.00 and the median income is less than $1,500.00 yearly. Of the almost 2,000.00 (almost all women) employed, few if any have any job security, benefits, or statutory coverage. All these liabilities have added to the already pronounced stigma identified with the occupation. Small wonder household work is done as a last resort by workers who are unskilled and uneducated and often regarded as "almost" human.

Our basic objectives were to find ways to dignify and upgrade household employmen' and to contribute to the development of a clear and understandable picture of the occupation, the worker, and the overall attitudes toward both.

Household Management Inc., agreed to train and provide work experience for 300 underemployed or unemployed people, to guarantee employment to those completing the training course, and to contract for their services to individuals and organizations. We began on March 15, 1968 and concluded on July 31, 1970.

The major aspect of our project was to demonstrate the feasibility of using a commercial household service business to help correct the inequities connected with the household occupations.

Household Management Inc., was able to offer on-going counselling, jobs and training. We hoped these activities would greatly improve the traditional quality of performance thereby increasing customer satisfaction.

We especially felt that a business acting as a buffer between worker and homeowner could thrive by catering to the home service needs of New York City residents where there is an acute shortage of household workers. Through this new dimension we looked forward to increasing wages and benefits and improving overall employment conditions. This development could be helped along we thought with a spirited public relations campaign aimed at dramatically increasing public awareness to the inequities which have accrued to household workers and to the occupation (s).

Our program was divided into two (2) phases. Phase I had an emphasis on experimentation and exploration and Phase II tried to support the conclusions reached from the Phase I experience.

Household Management Inc., was part of a national project consisting of seven programs all aimed at upgrading the status of household employment. Each had its own speciality. Ours was the only program using a corporation expected to show a profit. It was also the first time that formal training was tied into household employment. The entire attempt at upgrading this depressed occupation in and of itself was so experimental that I am sure there was an army of skeptics.

Essentially we had six presumptions we set out to test. Our original proposal had eleven such conclusions. We eliminated five of these simply by incorporating them with others. Our feeling was that they were repetitious and could be better dealt with as set down below.

1. A diversity of jobs are in demand within household employment. These can be defined and training designed to prepare workers to perform those jobs.

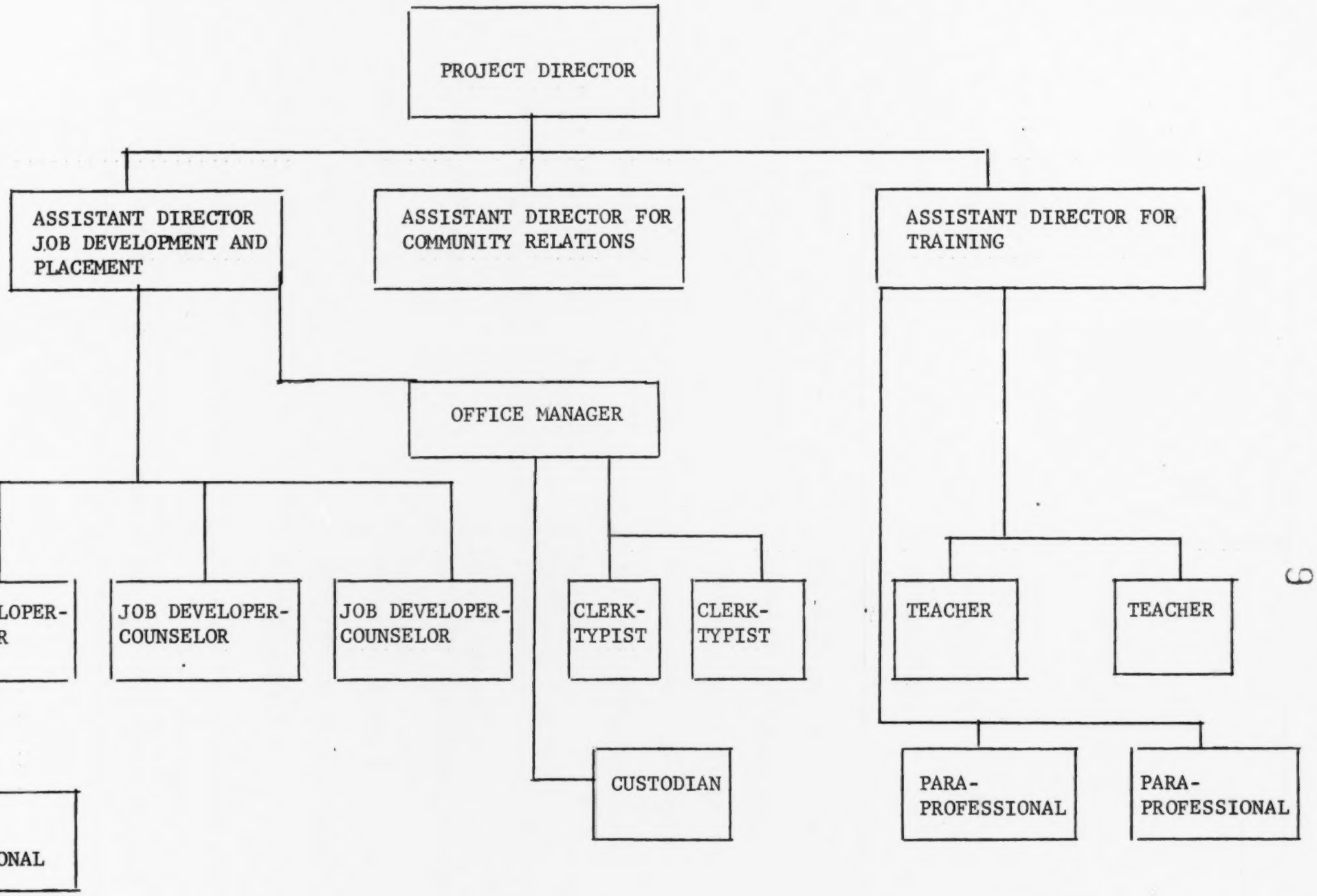
2. The opportunity for employment by a business enterprise with its concomitant advantages of security and satisfactory wages and working conditions offers strong inducement to enter the field of household employment.

3. Adequate training and supervision of employees by private enterprise will result in superior performance and will assist in eliminating many of the frictions and misunderstandings which contribute to the irregularity of employment relationships between those who do household work and their employers.

4. Public school vocational educational departments could develop and offer realistic training for jobs in household maintenance and service.

5. Opportunities for contact between employers and prospective employees will stimulate an appreciation for the occupation on the part of the employers, upgrade working conditions provided employees, and improve the status of the occupation.

6. Business firms and other organizations will be willing to cooperate in a public education effort to increase the number, abilities and understanding of household workers.


PROJECT DIRECTOR
ASSISTANT DIRECTOR JOB DEVELOPMENT AND PLACEMENT
ASSISTANT DIRECTOR FOR COMMUNITY RELATIONS
ASSISTANT DIRECTOR FOR TRAINING
OFFICE MANAGER
JOB DEVELOPER-COUNSELOR
JOB DEVELOPER-COUNSELOR
JOB DEVELOPER-COUNSELOR
CLERK-TYPIST
CLERK-TYPIST
CUSTODIAN
PARA-PROFESSIONAL
TEACHER
TEACHER
PARA-PROFESSIONAL
PARA-PROFESSIONAL

NAME OF PROJECT Household Management Inc.

TABLE 1A. ADMINISTRATION: PROJECT STAFFING
6/15/68 - 7/31/70

List complete staff and job titles at completion of reporting period	
Name	Job title
Edward M. Blackoff	Project Director
Mary L. Bopp	Assistant Director - Training
Teddy Foy	Assistant Director - Community Relations
Stanley Saxenberg	Assistant Director - Recruiting and Placement
Rosalie Fried	Teacher
Marguerite Hargrave	Teacher
Abby L. Crowder	Job Developer/Counsellor
Countess Felder	Job Developer/Counsellor
L. James Wilson	Counsellor/Job Developer
Josephine Bond	Supervising Technician
Bernice Gouse	Supervising Technician
Julia L. Chow Young	Office Manager
Diane Boyd	Clerk/Typist
De Lyse Joseph	Clerk/Typist
Joseph Moliere	Custodian

ADMINISTRATION

Being the developer of Household Management Inc's., proposal, the search for a Project Director was quite easy, all I did was appoint myself. Pleasantly enough, finding people to fill the other positions was not much more difficult. Our own advertisments quickly paid off. The Employment Service, private agencies, and personal referrals all served to fill our other openings. Our most difficult jobs to fill were the clerical, but once staffed, have had very little change of personnel. Even when we lost our first Assistant Director for Job Development, a replacement was quickly located. If I make little of this potential problem, it is only because we experienced so little trouble.

The staff chart plots the lines of authority from the Project Director to the three Assistant Directors and their supporting personnel. What may not be as clear as it should be is the fact that there is a great deal of communication and dependence between the three Assistant Directors.

Hiring criteria, although very demanding were quite practical. The Assistant Director for Job Development and Placement needed a good background in industrial relations,personnel, and/or placement activities. Our Assistant Director for Training easily filled the requirement calling for a Home Economist with three years qualifying experience. Community Relations called for a candidate not only with extensive experience and exposure, but most of all great acceptance in the minority communities. Counselling and/or placement background was demanded of our Job Developers/ Counselors and our Instructors had to be Home Economists with two years experience. Typists had to type, the Office Manager able to do payroll, ledgers, and supervise, and our Para-Professionals were selected from the best of our graduate workers.

My related background came from having been the director of a international recruiting and placement firm. The firm had 19 subsidiaries in the United States, Europe and South America. Its business was to locate, relocate, and counsel foreign scientific, technical, and service employees in behalf of American employers.

Locating our facilities was a real challenge. To begin with, landlords just did not want us because we would create too much traffic. The rent leaped skyward as soon as any governmental affiliation was mentioned. The "class" of our students created grave questions as to how the other tenants might react. The potentially short tenure of our financial support did not help (we finally had to sign a five year lease and had only a fifteen month contract at that time) and the amount of renovation needed was frightening. In any case we finally were settled into a loft building arranged through the largest realty broker,(Helmsley-Spear) owned by New York City's largest single property owner (Wellington Associates). A conscientious contractor rushed completion of the renovation and at this same time we were able to enlist the cooperation of the General Services Administration into giving us priority insofar as furniture and equipment. All in all it was hectic, full of anxieties, and exciting. But our first class started on schedule with a full enroll-

ment on June 17, 1968. Within three months of having finalized our contract, our staff had been hired, we occupied our premises, and our first class was started.

A site was selected just outside the expensive office buildings district, near to mid-Manhattan and convenient to most public transportation. We did not consider buildings in a strictly core community due to the excessive building rehabilitation costs and the general lack of useable property.

We equipped our plant with all the up-to-date appliances necessary to run test kitchens and laundry rooms and furnished other areas to be used as a bedroom, nursery, bathroom, dining room, living room, classroom, locker room and offices. The actual plant site occupies the sixth floor of a twelve story loft-type building and we have 5000 square feet of space.

With perserverance and some good luck, staffing and site location difficulties can be overcome. I really found no unique or new technique that I could recommend. I have come to the conclusion that these functions are so individual so as to confound cataloging. However, there is no substitute for help. Use agents and agencies, whenever possible, hire directors first and then have them find their own staff. An administrator should always remember to administer and this makes the delegation of duties, responsibilities, and authority necessary and desirable.

The position of Graduate Staffer (para-professional) has evolved into the most diversified position in Household Management Inc.

We changed the job title to Field Supervisor and finally to Supervisory Technician. These changes reflect the evolution of the duties of our para-professionals.

Originally, job duties consisted of helping the teachers with demonstrations, doing preliminary interviews of applicants, and visiting clients to evaluate complaints.

The following duties have been added: visiting prospective clients to estimate extent of service. Visiting customers to gather information in cases of property damage and on-site evaluation of the quality and speed of task completion, and making on the spot corrections. Recruiting and holding interviews at our offices and at our recruiting sub-station. Doing vocational corrective counseling of students, and writing reports of their activities.

The most important aspect of their contact with the technician is the continuity of contact and supervision from applicant to student to graduate worker. This continuity has helped change attitudes and improve performances.

Prospective clients have responded well to the professionalism of estimating jobs, but have responded poorly to visits to evaluate damages or to evaluate Technician's work. Customers do not accept the para-professionals'

ability to evaluate facts and present an objective picture of causes and extent of damages. Customers also feel that the visit is distracting to the Household Technician.

Perhaps the biggest asset after all is the fact that the Supervising Technician is an ever present example of another possibility for advancement.

Our para-professionals are selected from the best of our graduate workers and although they had an almost expert feeling for what they had to bring to their new duties, they nonetheless needed help and training to communicate with students, workers and clients. All to often their concept of what and how to require was excessive and unrealistic. To prepare our para-professional took personal and individual training by our directors and teachers. Training involved how to instruct, methods to successfully communicate, sensitivity instruction, and a thorough analysis of what actually can be expected of a student and a graduate worker.

An Advisory Committee can be a valuable asset. I see it helping in dealings with public agencies and guidance in almost all the activities of the program, i.e. recruiting, job development, and supportive services to our students and workers.

We were quite unsuccessful in our attempts at putting together an ongoing meaningful Committee.

We had all sorts of explanations and reasons why it did not work. A few were;

1. New York has so many causes and committees, its just too much competition,

2. No glamour,

3. Since we are a company for-profit, people were reluctant to contribute their time and energy.

However, now that the dust has settled, it seems most likely that the real problem was in our lack of experience in assembling an advisory group. Not only did'nt we know where to look, we also had no idea of what we wanted a committee to do or how it should function. Ideally, an Advisory Committee should serve as a expert body to advise and help to achieve the program's goals. The Committee can be even more effective if its membership is composed of prominent citizens or their delegates. I must conclude that our committee failed because of a lack of leadership and direction.

It was not until Phase II when our community relations efforts changed direction that we might have had a chance to do something productive. But, by that time we were heavily involved with a more vital program and could not attempt a new Advisory Committee.

See appendix for list of Advisory Committee members.

During Phase I, we established a "Centre" at our installation. This Centre tried to create an interest in visiting our site. We felt that if we could get people in, we could encourage them to join in our effort to upgrade the occupation. With this in mind, our Centre Mananger put on exhibits and shows and we invited the general public, the media people, and representatives of the local agencies.

We ran a fabric exhibit which displayed various types of materials, their application, and how to properly clean and maintain the material. Our second exhibit was a paper display, showing the many uses of paper, i.e. clothing, posters, etc. These two exhibits aroused no interest whatsoever and it was at that time the Centre's manager resigned. Her replacement put together a children's art show displaying paintings from grade school students in public and private schools. We got a lot of interest from parents, teachers relatives and one of the local television stations did a story for their nightly news show. The next event was a photography contest having as a theme "My World". The participants were minority teen-agers and the prizes ranged from cameras to a scholarship. Neither this show nor the following art exhibit featuring local painters, sculptors, and craftsmen attracted any attention.

Phase II saw a terrific change in our community relations efforts with our current director, Teddy Foy. Mr. Foy elected to try and get the minority community groups, local agencies, and other organizations to cooperate in some fashion instead of the approaches tried by his predecessors.

He ran into the same lack of interest on the part of the businesses, but his long involvement working with community groups paid off. He established Household Management Inc., sub-centres in two neighborhood board offices (one office subsequently closed) and we had on-the-spot recruiting stations staffed by our para-professionals.

It was through his and our job development director, Stanley Saxenberg's efforts that the Employment Service began to make at least token student referrals. But, no doubt Mr. Foy's most encouraging achievement was his success in getting New York State Assemblyman Southall to introduce an act in the New York State Legislature to amend the labor law in relation to removing the exclusion of domestic workers from the coverage of statutory minimum wage. The bill is currently in committee and while we are not naive concerning the possibilities of its being passed into law, nonetheless we continue to be optimistic. Mr. Foy has organized statewide support with the backing of more than 300 organizations and religious groups endorsing our efforts. As his organizing continues, the list of active supporters grows. A copy of our bill appears in the appendix.

It is very difficult to assess the effect of our program on the community, let alone any total impact. Gaining community support is usually a matter of inches and small successes. As an example, the Training Allowance Unit of the New York Employment Service could not have been more damaging to us if they tried. During Phase I three of our four

classes did not get their stipends until after the third week of class and the first class waited until the eighth week! By that time we had lost 60% of our students. During our second phase, this delay occurred once and then for four weeks. However, the relationship has slowly improved probably because we have tried to overcome their attitude and perhaps they can see that something worthwhile is coming from our efforts.

The New York Division of Labor Standards felt that during the work experience phase of training, students had to be paid salaries. This brought training into conflict with stipend regulations and had to be discontinued. This decision was highly controversial. I pointed out that student nurses practice their lessons without salary during their training, this was something we were being expressly prevented from doing in our training by their decision. I was told that it was inconceivable to compare nurses with maids.

On the other hand, the Director of the Division of Employment Rehabilitation, Department of Social Services, Mr. John Jablonski has been cooperative for some time and his office has become a major source of student referral. Without comprimising Mr. Jablonski's motives, it is apparent that he saw a way that we could help him to help his clients. This potential exists with the Employment Service also, but unfortunately does not seem to offer an adequate incentive.

We have never been able to really learn why students either didn't enroll or their reasons for leaving before graduating. We have come to certain conclusions based on seemingly logical indicators. Most of the student referrals from the Department of Social Services had children but less than half actually enrolled. Those who did attend class, generally had no child care problem in that their children were either older or there were no children in the family. Even so we lost more than 50% of this group after enrollment. As the tables substantiate, our other recruiting experience is quite similar. The conclusions we draw from this is two-fold. Certainly day-care facilities would allow greater flexibility for many women, but in and of itself day-care will not resolve all attrition problems. Too many non-enrollees and drop-outs indicated that their decisions may have been determined by the low esteem and lack of dignity connected with the household occupations.

Our experience with training allowances is similar to day care in that we must draw conclusions from evidence rather than from straight forward answers to our questions. We had terribly few trainees who could not qualify for stipends, some did not get as much as they wanted, but so few got nothing that the figure could have little validity. However, there are the periods of lax training allowance processing by the Training Allowance Unit to indicate something about the role of stipends. The classes that fell into these periods showed a marked increase in student drop-out, at least half again as much. I don't think that even here that the sole reason was financial, I'm sure a lot had to do with a loss of faith and confidence in Household Management Inc., and our ability to produce. Students did not (could not) distinguish between us and "New York State" and as such our program was unduly effected by outside forces

that should not have been able to do so.

During Phase I we located 117 homeowners who agreed to participate in our work experience phase of our training. Their obligations included attending seminars (at least four), being available for conferences and luncheons, acting as instructors in their homes when students attended work experience, critique after work experience, and in general, they were our unofficial ambassadors with upgrading the occupation as their goal.

When the Division of Labor Standards forced us to stop the work experience, the "117 ambassadors" vanished. There was no longer any mutual need, we could no longer offer to clean their homes in return for the use of their apartments and their personal services. There were some of our staff who felt that was the only motive anyhow.

Early in Phase I we began to publish a company newspaper called the Householder (I have included one edition in the appendix). Editions appear every two months. Copies are sent to students, graduates, drop-outs, public and private agencies, clients, businesses, groups, etc. It has been a terrific morale builder and is helpful in maintaining a link with individuals whom we no longer see every day and with organizations which we visit infrequently. It is difficult to tangibly estimate its importance in relation to developing new clients, recruiting applicants, or reducing drop-out and attrition rates, but I "know" that the Householder helps to improve all these functions as well as being a valuable public relations piece and communication link.

Contributions from business were plentiful, but did not result in their continued involvement in the project. Further, the amount of time and effort that went into getting a contribution just was not worth it.

These statements do not reflect the time and effort we put into trying to get others involved. Even the member associations belonging to the N.C.H.E. could not be motivated and they represent a small fraction of the 500 plus organizations that we approached. Reduced appliance cost, free loan of some equipment, and some gifts- yes- but requests for active participation only produced the complaint of "We've got troubles of our own".

The media gave us wonderful coverage as the copies of our articles in our appendix indicates. Radio and Television stations jumped in also, and W.N.E.W. Television included us in their public service program very often. This helped our recruiting and job development.

Media coverage was given a tremendous boost by our public relations firm. They held press parties, sent out releases on events and

progress, interested radio and television shows in having representatives of Household Management Inc., appear on their shows, and in general was responsible for the publicity we got. I strongly recommend expert professional help especially in areas of publicity and press relations.

Not to overly dwell on the issue, but the difficulties relative to the occupation can be silly. We currently can not qualify for a J O B S training Contract because the household occupations are not acceptable vocations according to Manpower standards. Although we hope to get this corrected, nonetheless it is paradoxical for one part of the Department of Labor to conflict with another.

We have concluded that even though we offer trained workers for a much demanded service, the numbers of individuals and organizations sympathetic to our goals are few. Perhaps the most underestimated project area is the public's attitude towards the household occupations and the workers so engaged. Everyone assumes that the persons and the work are held in comtempt, I doubt that there was a realization as to the degree that this attitude exists as well as an awareness as to its latitude. While there is a certain irony when this posture is attributed to homeowners in "dire" need of household services, the irony deepens when we recognize that there is an even greater depreciating attitude on the part of the workers themselves. This fundamental contradiction of need and condemnation took a terrible toll of the project's demonstrational aspirations.

On a more optimistic note, New York City recently moved to change their practice regarding their Housekeeper service. Welfare recipients can qualify for a visiting housekeeper. Up to now this was paid for with a stipend to the client who in turn hired personally. The new practice requires the Department of Social Services to purchase the housekeeping services from outside agencies and to pay these agencies directly.

This change is a legislative directive apparently aimed at correcting abuses regarding the housekeeping service. It also seems that a number of welfare clients who qualify for additional payments never get the service due in part to their inability to find help. There are also those who use the money for other things and never intended to find help.

Household Management, Inc. (along with 9 non-profit community agencies) has agreed to accept a substantial portion of the City's Housekeeping caseload under their new system. The overall caseload is projected to be more than 300,000 hours monthly and our particular allocation is expected to have a potential of more than 80,000 hours per month. The price offered by the City is $3.50 per hour. We have been advised that most of their clients are serviced for 4 hour segments, 2 to 3 times each week and that allocations are usually made to cover a 3 to 4 month period of time.

What could this do? Well for one thing, it should reduce scheduling problems since cases are close to one another. There is also the potential to establish a work load which could provide the wages and benefits needed and satisfy the actual need for work all times. Some

profit could be spent on training costs, a criteria of participating in the program. In short, the potential is there to provide the where-with-all to grow in a fashion that encourages a passing-on to the employees of the firm a major portion of this growth. (This problem of growth referred to above is more fully described in the job development section of this report).

In the past it has been an accepted way of life for us to be unable to make any break-through in dealing with local public agencies. This chance is a valuable opportunity to see if a cooperative and mutually beneficial partnership can somehow evolve. For the Department of Social Service certainly we have a lot to offer being the only participant having practical experience in training, scheduling, recruiting, and generally administering all the aspects of the service. For them to be able to call upon us to help the others new to the service is important to all concerned. It is unlikely that any of the agencies can assume as much of the caseload as quickly as we can.

Being able to offer more jobs at better wages should also bring the ghetto community closer. However, there are certain heretofore un-explored areas. For instance, how will workers react to this type of client under the conditions that will prevail? Can the service take on a more important quality and if so will the workers respond with enthusiasm? Will this type of job development actually help recruitment? Will it help to alter the image of the occupation? Can a meaningful service be extended under what promises to be poor conditions?

Another possible problem area relates to Household Management Inc.'s relations with Social Services. Can we work together? Will the beaurocratic demands and paper work absorb too much time and money?

The exploration of these questions and possibilities are terribly important. Certainly they could point the way for an entire new direction in employment opportunities. If we could work with the Department of Social Services in New York City, this might be duplicated all over the country. I see our role as developing vital new information and demonstrating the viability of a meaningful public/private partnership. The benefits from the information we should gather from our experiences in this new area of employment could have a profound effect not only on how to establish profitable business but could also give direction for providing a much needed public service.

RECRUITMENT

For reasons still to be determined, recruiting was never a real problem for us. We always could fill our classes. This experience I am told is quite different for other programs. Retaining students and graduates is quite another story, but more about that later.

As Table 3 (appendix) shows, we used many methods of recruitment with varying degrees of success. During Phase I, more than 75% of the 171 students we actually enrolled came to us through classified advertisements in newspapers. By the end of Phase II referrals from the New York Department of Social Services (mostly), the Employment Service, and other Community agencies contacted by Community Relations Director, began to account for more than 50% of our applicants. During Phase II we enrolled 207 students.

We attributed the success of our classified advertisements to the fact that this is the traditional media for attracting people who wish to find household employment. Our advertisements also ran in sections offering vocational training and this gave us another dimension but interested the same general group of potential applicants.

The Welfare, Employment Service and Community Agency referrals, were possible for the same reason although many relief recipiants told us that they felt forced by their caseworker to appear at least for an interview.

The relationship we have been able to develop with the Department of Social Services has been fairly well commented on in the last chapter. Our Community agency affiliations are fine, at least those developed through our director. Our rapport and mutual respect insofar as Neighborhood Board #4 in Harlem is especially good. Unfortunately, our relationship with the Employment Service is far from satisfactory and frankly I can think of no way to alter their attitude. Perhaps the best way to prescribe success in dealing with our local public agencies is not to say how to succeed but rather who can do the job. At least that has been our experience.

Our association with the neighborhood community boards in Harlem have been so good that we have used two of them, numbers #4 and #5, as recruiting and interviewing sub-centres. We have staffed them with our para-professionals on a three hour, three days each week schedule. The boards give us desk space and active help in recruitment. Unfortunately board #5 has recently closed down.

With private agencies, there has been no relationships developed, principally because we are in business for profit and frequently in competition. One pleasant exception has been the continued relationship with Mr. Lester Berkley, owner of New York's largest cleaning service. Mr. Berkley was a formal consultant on administrative matters (his report appears in the appendix) and he continues to advise us on an informal basis.

I doubt that any of us here really knew what kind of trainee we could expect to reach. We expected only women who were from disadvantaged minority groups and who would have a rather low education level. We were quite accurate in these expectations but I think the experience was enlightening and it was after actual contact that we could relate our knowledge to the actual problems. We also misestimated levels of education. A fourth or fifth grade education, which was our entry mimimum, does not always mean literacy. By the same token, a higher educational achievement does not necessarily mean literacy either. I think we certainly reached our trainee, but not in the same sense as expected earlier.

During Phase I we accepted anyone who wanted to enroll provided they were a United States Citizen, were in reasonably good health, and could pass our 4th grade literacy test. In Phase II we were much more demanding insofar as trying to ascertain each applicant's intentions in regard to work and self-improvement. This meant much more attention to initial interviews, extensive background investigation and literally more interviews. Persons who we could not accept because their needs were beyond our capacity were referred to other agencies for assistance. Details regarding this aspect appear in Table 2 in the appendix. This increased attention and emphasis on trying to determine why applicants wanted to enroll was mainly an attempt at reducing the drop-out rate. We felt that too many students enrolled in Phase I because they felt compelled by caseworkers or strictly for the stipend. Our drop-out rate was too high and we attributed it to these factors. Therefore we took a more demanding position regarding the acceptance of enrollees. Phase II drop-out rate showed a marked improvement and I am sure this emphasis was in part responsible.

PROFILE OF AN AVERAGE TRAINEE

Most of the women (there were 3 male trainees) were 5' 1" to 5' 3" tall, 140-165 pounds, 31-45 years of age, Negro and separated from their spouses. Almost all lived in Manhattan in a rented apartment with a telephone. The vast majority of the women are heads of households. Our Phase I trainees averaged one dependent child each, however in Phase II more than half had no dependents and those with one dependent comprised 25% of the second session. The vast majority relied upon relatives for child care when needed. Most trainees completed 10th or 11th grade but the number who stopped at the 8th or 9th grade level is nearly as large. Only a few spoke a second language. Financial need was the primary cause for leaving school. It is highly unlikely that any other training was undertaken, although a few women had taken courses to become a nurse's aide. In addition to being skilled as nurse's aides, a few trainees had learned to operate machines through factory employment but in general Household Management, Inc.'s trainees would be regarded as unskilled. Nearly everyone had had experience in the areas of home or hotel cleaning.

There were a few different major health problems. Some women had been hospitalized within 5 years prior to seeking employment with Household

NAME OF PROJECT Household Management Inc.

TABLE 6. PROFILE OF TRAINEE: AGE, MARITAL STATUS, RACE, SEX, HEAD OF HOUSEHOLD
6/15/68 -7/31/70

Phase No.	Total no. of trainees per phase	No. of trainees by age group				No. of trainees by marital status*					No. of trainees by race			No. of trainees by sex		No. of trainees who are heads of households
		under 21	21-30	31-45	46 and over	S	M	W	Sep	D	W	N	S.S.	Female	Male	
I	171	3	21	72	75	45	35	25	49	17	14	141	16	170	1	139
		18-30 yr	31-40 yr	41-50 yr	51 and over											
II	207	52+	42	65	48	56	35	30	77	9	10	183	14	205	2	181
Total	378					101	70	55	126	26	24	324	30	375	3	320

+ One 17 year old included

* S = SINGLE; M = MARRIED; W = WIDOWED; SEP = SEPARATED; D = DIVORCED.
S.S. = Spanish Speaking

Management Inc., and some had allergies but most were over-weight. If the trainee had health or dental insurance it is more likely that it be medicaid rather than a private plan.

About half of the women had a clinic card. Almost half had no coverage whatsoever. Half of the trainees were recipients of public assistance. Some were receiving unemployment insurance. Those people who admitted debts probaly owed a finance company. In 1966 and 1968 almost the same number of women received support from employment and welfare, while in 1967 and 1969 those receiving welfare had increased slightly. We estimate the average income to be $2,000. in each of those years.

Most of the women said they were not involved in any community activities but about one fourth were members of a church.

Nearly everyone travelled to the training center on the subway spending $ .60 each day. The instance of a trainee with either a driver's license or a car was extremely rare.

Most trainees learned about Household Management through various advertisements that appeared in the newspapers. The employment division of the local welfare centers was also a significant source of referral.

There were various motivating factors that lead to enrollment, the primary one being the desire for a steady job. Many enrollees were also seeking some self improvement.

Looking at the skill ratings by teachers, we see that most technicians had significant improvement in ability and skill during their training cycle.

PROFILE OF A WORKING GRADUATE

In comparing the data gathered on working graduates with that of the trainees, we find few significant variations. Most of the workers are 31-45 years of age, between 5' and 5' 3" tall, weigh between 140-165 pounds and are Negro.

Approximately 1/2 are separated from their husbands. More live in Manhattan than anywhere else. Two graduate workers own their homes, the others rent their apartments. Two thirds of the living units are equipped with a telephone.

Slightly more than half the workers completed 8th or 9th grade, most of the others completed 10th or 11th. Graduates generally reached a higher educational level than trainees. The pressure created by financial need was generally the cause of leaving school at an early age. Half of the workers had other training, even so, most are unskilled workers. Few workers spoke a second language. A higher percentage of graduates had no children or grown children than the trainees.

Only a third of the workers were involved with community activities when they began training and for most of these, the involvement was with a church group.

As far as transportation is concerned, most use the subway and spend $ .60 per day. A few had a driver's license but none owned a car.

Most of the workers are heads of households. Unlike the general group of trainees, the primary source of income in both 1966 and 1967 was from employment although the percentage of those whose major source of income was welfare had increased. The estimated average income remains at $2,000.

The source of referrals is generally divided between newspaper advertisments, the employment division of local welfare centers and our community affiliates. Other than these two major sources, there was a wide distribution of referrals from personal sources and the Employment Service.

Most workers, during the application procedure missed 1-2 questions out of 10 on the literacy test and were rated average or above by the interviewers. The reasons given for enrolling in Household Management, Inc.'s program were nearly equally divided among four categories.

Workers had a more consistant prior work history than trainees and exhibited a more pronounced determination to succeed.

EDUCATION AND TRAINING

Our original training plan was developed completely on a text book type approach. After we were incorporated into the national pilot project, the entire program was reworked by our Training Director and the Assistant Project Director from the N.C.H.E., Mrs. Mary Schlick. All future modifications were the sole responsibility of our Mrs. Mary Louise Bopp who was our Training Director throughout the period covered by this report.

Training had many changes and modifications and not all of them were voluntary. I described in the chapter devoted to Administration how the New York Division of Labor Standards forced us to cut out work experience. This meant all lesson practice was restricted to classroom exercises. For all qualitative purposes, work experience therefore was of little if any real merit.

Phase II ushered in a tremendous reduction in training time. In direct response to little commercial demand for Child and Elderly Care services, we eliminated training in these areas along with work experience. We were able to reduce the total number of training hours to 150 down from 300.

PHASE I (10 WEEKS)

Orientation	24 hours
Household Management	24 hours
Work Experience	15 hours
Food Preparation and Service	78 hours
Work Experience	15 hours
Cleaning and Laundry	48 hours
Work Experience	15 hours
Care of the Elderly	18 hours
Work Experience	15 hours
Child Care	30 hours
Work Experience	18 hours
	300

PHASE II (5WEEKS)

Orientation	24 hours
Food Preparation and Service	24 hours
Cleaning and Laundry	48 hours
Household Management	24 hours
Work Related Experience (in class)	30 hours
	150 hours

We had to change our work experience training for Elderly and Child Care even if we were not compelled by New York Division of Labor Standards. It seems that the nursing homes and day care centres who cooperated with us for this experience were using us as recruiters. Any time they spotted one of our good students, they tried to immediately hire them. This cost us quite a few trainees before we became aware of the practice.

During Phase I we introduced internship as an alternative to work experience. Internship is a two week post training period in which students are required to work at regular job assignments. If training deficiencies appear, students can then receive additional individual and concentrated instruction. Internship also provides the means by which students who lost classroom time can make up for absences. It allows as well for a phase-in transition period from training to working. Actually internship was far more effective and productive than Work Experience. In retrospect I guess we might thank New York Division of Labor Standards for a benefit in disguise.

Fundamentally though, training would certainly seem to be better when kept to a productive minimum especially insofar as maintaining student interest. Trainees need to apply training as quickly as possible. They are not accustomed to or able to plan for "down the road". A great deal of social, economic, and emotional deprivation is a part of their life style and it is important to keep initial training to a productive minimum. Place great emphasis on protection, involvement and development and get the students out to work as soon as possible.

Our students are from low income brackets, the median age ranges from 35 to 45 years old. Their previous work experience consists of unskilled labor in factories or daywork, or other miscellany. In their earlier years some worked as field hands, but few have had any experience with the world of work as we know it. They are unfamiliar with work methods and procedures, and life is lived for the here and now.

Her education level (on paper) may be equal to the 8th grade. An average reading level of the students we have trained would fall at the 6th grade level, but we constantly have to consider the 4th grader.

Insecurity, poverty, frequent contacts with law enforcement, sickness, fear, and children on drugs are all causes of the emotional learning blocks which

are built into the students personality. These carry over into the classroom and disturb learning. The teacher must realize what has happened and will be happening to her students before and after they leave class. In speaking, enunciate clearly, use simple words and directions, and if possible, be dramatic. It is almost as though you were explaining something to a foreigner.

At the beginning of the course, we give the students a reading test compiled by Dr. Wm. Reiner of Hunter College. The words used in the test are relevant to the students' every day life and associations: for instance, social security number, telephone, dollars, traffic, fire department. The scores give an appropriate starting point for the class.

One of the problems in vocabulary building is word meaning and familiarity. This goes back to the background limitations. Concepts are difficult to teach and we concentrate on realities. Prior to every lesson we go over the equipment that will be used as well as the foods. The words are written on the board and the objects displayed and discussed. Students are encouraged to create their own dishes and menus or recipes utilizing the words and objects.

Throughout the course we try to give the student a sense of organization. In the cleaning of a room, we emphasize starting at the top of the room and working down. So in a recipe or directions on a detergent we underline starting at the top. We frequently ask "What is the first thing we do". In discussing menus, we say, "What is the first thing you eat". If this were not said, time and time again the student, when asked to write a menu, would likely as not, start off with her favorite food. We must realize that the students are not used to reading and in the main, reject it. They have been able to get by without reading, so they avoid it and guess.

They have been plagued by failures and rejections for most of their lives. This failure with words can be another rejection. This is an attitude taken by many students frequently during a reading and discussion lesson. Reading a simple recipe is a slow painful experience.

In order to foster confidence we do not push too much self-reliance for the first week. The teachers encourage simple preparations carefully planned out. This involves a great deal of personal attention on the part of the teachers. Demonstrations must be simple and clear, then quickly reinforced with participating.

Basic education is integrated in almost all aspects of training. Examples appear in cooking and shopping instruction where the lesson material become more difficult as the education level improves. This serves as a regular system of maintaining an accurate individual progress barometer.

Our pre-enrollment literacy test establishes our students educational level as being above or below 4th/5th grade. Those falling below this grade can not be enrolled. We have seen, however, that there are instances when students have scored high enough for enrollment but are unable to maintain the necessary pace unless given additional private tutoring. This is usually necessary in connection with basic education. The training is

as integrated as possible, classes combine basic education, lecture, practice and work experience.

We can write volumes on what worked and did not work. The only true barometers of an effective training program are whether or not we stimulated motivation, did the graduate perform job tasks more capably than an untrained worker, and finally did the graduate improve her status and stay gainfully employed? Everything we did in our training program was aimed at achieving the best possible results in relation to these criteria. We especially focused on skill development. Skills are really the name of the game, they are the reason we are able to charge higher prices and pay higher wages and benefits. We tried not to exaggerate the occupational image beyond the possibility that it could offer a good job. We lost credibility when we tried to upgrade the occupation too much. We had to always remember that our enrollees lived in the present under not the best enviromental conditions. Our image building took the form of protection and job security with better wages and benefits. Benefits in most cases available for the first time. Guaranteeing these benefits was a tremendous asset and it was only possible because Household Management Inc., was able to employ all its graduates.

Our training director and instructors are all professional women holding Bachelor degrees in Home Economics. Mrs. Bopp has a Vocational Education License. All had experience working with disadvantaged people. Their appliance operation and maintenance background was extensive. Of course they had all managed their own homes.

During Phase II we expanded our instructing capacity by including our paraprofessionals. This also seemed to relax and open up our students more and made our field supervision and instruction much more flexible and productive. This type of instruction coupled with a concentrated orientation and skills development period should bring the best results. We estimate that two weeks in class followed by an O.J.T., period of from five to ten weeks, depending upon the individual, would bring the best results.

I think our graduates capabilities are so far beyond the average workers performance as to be remarkable. The results of their tests, both written and practical and on site observation clearly showed that our graduates exhibited tremendous initiative, made fewer mistakes, and completed their tasks faster and more capably. Our instance of complaint is rare. But the student dropout can be demoralizing. We lose half of our students, many because of health and child care problems, but an equal number simply cannot change their life style. Motivation development is the major problem connected with training. Attrition, student and graduate workers alike is the consequence. We all realize that we cannot expect to motivate everyone but we do feel that there is a great deal of room for improvement. At the end of our last class we had 10 graduates still on our payroll from Phase I and 54 from Phase II. During Phase I we graduated a total of 83 and Phase II had a total of 117 graduates.

We've learned that training must be designed to complement the job development demand and continuing specialized training can be used as a device to maintain contact and motivation, however, it is self-defeating if subsequent work in that speciality does not materialize. This leads to disappointment and even greater attrition. This was our experience, everyone

NAME OF PROJECT Household Management Inc.

TABLE 19. TRAINING: DROPOUTS AND REASONS FOR LEAVING TRAINING
6/15/68 - 7/31/70

Reasons for leaving	PHASE NO. I	PHASE NO. II	TOTAL
	No. of dropouts for each reason	No. of dropouts for each reason	No. of dropouts for each reason
Other employment	7	6	13
Personality conflict		2	2
Illness	23	8	31
Mental problems		7	7
Child care problems	4	11	15
Financial difficulty	13	3	16
Lack of interest	15	20	35
Relocation to another city		4	4
Released by project	3	28	31
Other, specify			
Unable to cope with school	7		7
Husband's disaproval	1		1
Pregnant	1		1

wanted cleaning plus and no calls came in for Child and Elderly Care.

If however, we were to compare our employee retention with the experience of private homeowners and firms similar to our own, we find that our retention is much better. As much as 200% better than the 6 established firms interviewed. We believe this is due to the difference in company philosophy, attitude, and better wages and benefits. The private homeowner does not come close to our retention but does better than the leading cleaning service firms. On the basis of our 1968 survey, their retention is only half as good as our own. This finding was repeated in an independent market survey in March 1970.

The reason private employers did "better" than the 6 firms interviewed is due to the practice of not witholding taxes and benefits. This means the amount of money taken home is greater. Since there is no job protection anyhow, the above firms become just a lower paying temporary employer and the mandatory benefits become payroll liabilities and not assets.

The traditional approach in the occupation has not been directed toward correction. Dissatisfaction on the part of the employer or employee has usually meant termination. We find that we can make corrections through initial and/or subsequent instruction and counseling. Furthermore, since we have an extensive supervisory staff we can improve performance on the spot rather than long after the work is done as is the case with homeowners who are not at home when the work is being performed.

We discovered that the degree of ignorance insofar as just what constitutes household work and how to perform the inherent tasks, is not only widespread but at an inordinately high level. It is an enlightening experience to see so many people, employers and employees, who don't know what they are doing and who know how to do it incorrectly. We identified the tasks, estimated the time it takes to properly perform those tasks, suggested more appropriate job titles, and better defined the occupation.

I've often reflected on the seeming contradiction of an abundant enrollment and high attrition. Perhaps we promised too much and delivered too little or it may just be that my understanding of what to expect is too ambitious.

Class aids were divided into several categories; pamphlets, film, film strips, outside speakers and demonstrations, and field trips. Pamphlets were obtained from numerous companies whose business offered products or services to the homes. The companies were very generous and supplied us with colorful printed classroom material. Very few had developed special material for our type of student and the reading level is high for the general run of trainee. Smart Shopper Recipes developed by the United States Department of Agriculture pictorially illustrated fairly simple recipes which were excellent. The only problem is that they are low-income oriented recipes. Family Fare also produced by the Consumer Division of the United States Department of Agriculture, Home and Garden Bulletin #1, is used as a starting recipe book. Information in this book covers nutrition, buying guides, meal planning, portioning, storing and recipes. Layout of the book is good, type is bold and large, recipes are simple and easy to follow. We recommend it as a basic recipe and text book.

From here the foods teacher may escalate the class to be more complicated and difficult cook books. Many of our students are not familiar with recipe folders and do not own recipe books, so the hand-outs are treasures even though they are unable to read them. In motivating the student to read and use the cook books and information pamphlets on Household Management we find that the more pictoral, the better. Most companies are willing to send film strips free of charge, although there are an increasing number who are charging for kits which include the strip and some hand-outs. We have found that the accompanying commentary in many cases is too stilted or middle-class oriented. The strips are not integrated. We have written to some of the companies informing them of this and have suggested changes. The photography and general content of the strips is good, the students enjoy them and according to tests containing the material seen, are able to extract information from them. While the content of sound films is good, there should be more integration. We are recommending this to the film companies, but in general the comments made relative to the film strips applies to films as well.

Field trips are worthwhile learning experiences. The students visited:

1. Department Stores: where they saw home furnishings, appliances, gadgets, furniture, antiques, linens, glassware, china etc.

   The objectives were;
   to help them evaluate and equate quality and price,
   to alert them to the fact that department stores offered a wider range and selection than ghetto stores.
   to learn the prices and value of certain objects such as antiques, and
   to help them realize they are able to purchase these articles from a legitimate store on credit.

2. Weights and Measures, City of New York:
   for information on scales, frauds, etc.

   Museums:
   to view appropriate displays such as "Harlem on My Mind" and "African Art & Culture".

   Good Housekeeping Institute and Pennys Listing Institute:
   to see how a testing lab operates.

   Markets:
   to evaluate a good market, learn to shop well, check on prices.

After each field trip the students filled out forms evaluating their experience.

Although the idea of having outside speakers and demonstrations is a good one, many of the speakers are not effective. Guest Speakers are usually too technical, superficial, or self-centered. In many cases where we talked with them after a class and asked how they thought they were received, most gave very enthusiastic positive answers. I would receive an answer such as "great, they were really interested". The truth was that the students sat there nodding and agreeing but

not listening. They had turned the speaker off. One of the best speakers came from Planned Parenthood. She was realistic, spoke their language, was warm, listened to their comments and questions and had excellent visual aids.

Our facility has an overall feeling of cheerfulness. A combination of modern furniture, antiques and bright colors supply charm. We have tried to simulate a New York Apartment plus food preparation centers and a laundry. Sound would appear to be the only problem. This was a loft floor with no regular walls. The walls that were put up extend only partially so that we have a noise overflow. The students, apparently do not mind, but the teaching staff is aware of the noise and feels that several self-contained rooms and classrooms would be more desirable. The classroom assumes an informal air with 4 x 6 foot tables instead of desks. The tables are functional, they are used as desks, for table settings and general work.

COUNSELING

Our counseling approach initially was supportive in nature. We had one counselor at that time who had a struggle trying to cope with an initial class of 44. Early in Phase I we amended the duties of our job development staff to include counseling duties and added limited job development duties to our counselor. At the same time we turned to a highly directive counseling philosophy.

Counselors averaged seven students per class. They also were available for the problems concerning our graduates but graduates required a good deal less counseling and help. A fair total average ration would be 1:10.

To better acquaint our staff with group counseling techniques, we engaged Mr. Bob Daniels, a specialist in the field, to conduct our first sessions. His report appears in the appendix. His principle recommendation was to continue with these meetings. His group sessions format was accepted and incorporated into our own. The most important aspect of his work was the awareness he brought of a need for us to be receptive and always available.

At group meetings 3 posters are displayed and discussed, the posters deal with:

a. The Basic Beliefs of HMI
   1. Respect for the individual
   2. Best customer service
   3. Pursuit of excellence

b. What you can expect of HMI
   1. Opportunities for self improvement
   2. Consistent employment
   3. Equitable compensation
   4. Counseling
   5. Good working conditions
   6. Benefits
   7. Effective communications
   8. The open door policy

c. What HMI expects of you
   1. Loyalty
   2. Faith in management
   3. Good work habits
   4. Pride in your work

In preparation for the discussion, the counselors meet to clarify their own feelings and attitudes about the above statements. Whereas the counselors are lively and vocal in expressing their opinions and doubts about the statements, the students appear to be neither particularly impressed nor stimulated. This is not surprising since it is the first group meeting. The meetings are more successful than they seem. Questionnaires distributed afterward usually request more open discussions among counselors and students.

Our counseling emphasis being directive is aimed at the correction of poor habits as they relate to class and work. Counseling is not of social case-work service nature. Help for severe problems is requested from outside agencies. Individual counseling periods vary according to the counselor and the student. During the first few weeks of each new class, counseling sessions are on a regular schedule. Thereafter, they are held as necessary. Weekly group counseling meetings are held. A purpose is to acclimate student thought in relation to working for a business firm and to stress their relationship to the company.

Clients are requested to send Evaluation Reports on the performance of our workers. We encourage the students to work after school at the less demanding jobs. We also require our students and graduates to send in reports. The graduates reports eventually taper off unless something unusual happens, but the trainee reports carry through the training cycle. This is a desciplining technique and serves as an early warning system for student problems. Our Field Supervisor is also able to make counselling referrals in addition to the teaching staff.

Drop-outs generally just fail to show up and the real reasons have been difficult to learn. The usual reason given is illness, personal or family. It appears to be more a reverting to their former patterns and habits.

We conducted a follow-up of all our past drop-outs both pre and post graduation. The response to the mail inquiry was disappointing insofar as the number who replied. The total number of persons sent questionaires was 240 and we received 57 replies. An additional 49 came back "undeliverable" indicating a great deal of movement and in some instances we had been given false addresses. We did not hear anything from 134 who we assume received questionnaires. We tried in vain to get responses through telephone calls and home visits. The vast majority of the respondents claimed to have left because they didn't want a household occupation, had child care or other personal problems, or got another job at a higher wage. Almost all felt personally benefited by the relationship with Household Management, Inc., and would recommend the training to friends.

Replies to questions about likes and dislikes relating to the training and subsequent employment were too varied to show a common thread.

An overall purpose of our program is to encourage our students and graduates to become self-sustaining working people to the extent that they can individually attain. Counseling is useful and necessary if it encourages our students to sucessfully complete the course and if we can keep our graduates working. This requires that we develop and maintain the beliefs and expectations of Household Management Inc., as described earlier. To do this means firmness, honesty, and consistency. Excessive sympathy or continual exceptions from policies does not help anyone, especially students. Generally, we met our counseling obligations, but the real kind of services needed is of a professional (emotional) nature and outside our capabilities. The obvious reasons for student drop-outs such as child care and health problems can easily be seen

as problems beyond our mandate, but what about those who fall away for no apparent reason? They came to us, I must believe they came for help. These are the ones whose loss we feel the most keenly. I heartily recommend adequate professional counseling facilities be included in any training program.

As example of the type of material we incorporated is our Employee Handbook. A copy is included in the appendix. The Handbook, put together by our counseling section presents a clear and understandable picture of Household Management Inc., and its intended relationship with our students and graduates. Each student receives the Handbook on the first day of class. It is designed to be understood by students who had achieved a 4th grade education.

For most of our trainees, school is something they never finished and certain things increase its mystique and attraction. Examples of this are diplomas, the graduation ceremony, school pins, general student paraphernalia, and the Handbook. Being a student is so very acceptable and important, perhaps this in part accounts for the let-down of having to leave the cloister of school and actually go to work. There certainly are other reasons for drop-outs after graduation as described earlier and more will be discussed in the chapter dealing with job development.

Apropro of any discussion on graduation ceremonies is a brief comment on two such occasions. Our second class in Phase I worked during their lunch break. They prepared sandwiches and soft drinks and sold them to tenants of our building. They were able to earn enough money this way to cover their expenses for hotel and food for a two day trip to Washington, D.C. The trip coincided with a conference held by the Womens Bureau of the Department of Labor. We held the graduation ceremony at the conference. Mistress of Ceremonies was Mrs. Willard W. Wirtz, wife of the former Assistant Secretary of Labor, Mrs. Esther Peterson gave the commencement address and Mary Dublin Keyserling former Director of the Women's Bureau participated in the ceremony. The two day trip included sightseeing and a tour of the White House. The cost of the bus was absorbed by Household Management Inc. Nine of the graduates contributed their time and effort knowing that they could not make the trip.

Our third graduation in Phase II had a different significance because of Mrs. Catherine Mack. Mrs. Mack's son was killed in Vietnam. Mrs. Mack was to be presented with medals from the Vietnam Government and felt that she would like to share this occasion with her classmates. Arrangements were made with the U.S. Marine Corps and Captain Charles W. Van Horne presented the medals at graduation on October 31st. A display was set up showing his earlier medals and letters of condolence from prominent persons.

CASE HISTORIES

Miss W. E. S.

Miss S. is thirty years of age with a history of irregular employment for at least the past six years. She has not worked since 1967 when she hurt her foot and had to be hospitalized. After which she spent a good deal of time in bed. Prior to attending training at HMI she worked as a domestic in hotels or private homes. She was on welfare and worked one day per week as a domestic in a private home. A reference from this one day a week job proclaimed her as "loyal, trustworthy, and considerate".

Miss S. is 5' 6" tall and weighed on entry 320 pounds. During the first week in class she was reticent, refused to talk and declined to remove her sweater or coat. The teaching staff brought out over-weight in class and made no pretence about using her as an example. After the first week she began to talk more and consented to "weighing in". The coat and sweater were hung up in the cloak room.

There was a considerable lateness problem which we overcame to a great extent. Transportation required a round-about route. At the end of the second week, after much more discussion on loosing weight, she went to a doctor, who gave her a diet and appetite depressent pills. The pills prevented her from sleeping at night and she was unable to get up in the morning. We discussed this, and agreed that she should cut out the pre-dinner pill. This allowed her to sleep at night and the tardiness subsided.

The beginning of the second week, she opened up and assumed a leadership role in her cooking group. When the rest of the students were issued a uniform, she made it quite plain that she wanted one too. Her size was 52. The only available size was 50. She was unable to wear it.

Proper undergarments were evaluated, these are difficult to procure in such large sizes. But one day she appeared in a new girdle, brassiere, stockings, and a readiness to try on the uniform again. By this time there had been a weight loss of three pounds. The uniform fit, snugly. She was delighted and so was the staff.

More counseling continued and Miss S. developed into one of the stalwarts of the school. She would volunteer for any extra duties, bought skim milk and insisted that the training director (who was also trying to lose weight) should drink her glass per day.

Miss S. has a loner personality. During counseling sessions, she described some of the activities she carried on alone, bus trips etc. She showed interest in poetry. One of the most important facets of her personality is her interest in other persons, and their problems. She does not have the typical concentric approach to communication that most of the students have.

Since graduation, she has been working an average of 24 hours per week. The amount of hours is steadily increasing according to the job developer who works with her. She is constant, calls in, and appears on the job when she has contracted to do so. She is well liked and assumes over-all responsibility on the job. Her weight at present is 307, and is still a problem relative to job placement. According to the job developer care must be exercised in finding the right client. She is naturally sensitive about her weight, and once refused to take money from a client who had hurt her feelings. On-going counseling will attempt to stimulate continued weight loss and thereby encourage more confidence and dependability.

Mrs. G.S.R.

Mrs. R. was an attractive, slight, well dressed student. Her motor skills were excellent. She had reached the 12th grade before quitting school. Prior to attending HMI she had been enrolled at an IBM training school for comptometry. She did not finish the course. She was also enrolled in a catering course which she did not finish. Her reasons for discontinuing the courses were the same in all instances, she could not work and continue school.

As a HMI student she performed well, was able to organize work and carry out plans. During internship her performance on the job was excellent. The teachers comment on the Record and Evaluation sheet was "Excellent in all areas, good worker and fast". Both the teaching staff and the job developers had great hopes for this student as a future worker.

However, during the training period it was noticed that Mrs. R. made frequent references to the fact that she had no money. The stipend, was slow in being processed, so she became more and more aggrevated at the delay. Several times she showed extreme and sudden anger at one of the other students who was of a more passive nature, and who was trying to project a more rational attitude toward the "lack of money" situation.

Mrs. R., was counseled by both the teaching staff and the job developers. The first time she brought in the check from a client, she wanted to know why she could not keep the entire check (15.00). The process of running a company, the amount of the workers check, plus the additional benefits had been explained to the entire class many times previously. It was explained again. Mrs. R.appeared satisfied. The matter came up again, this time the job developer explained it to Mrs. R. She did not want to listen, and left the office muttering. Another time, her caseworker called and asked to speak with the Training Director. She wanted an explanation as to what was happening to Mrs. R.'s money. The explanation was given to her, and she understood. We can only think that she in turn, explained it to Mrs. R. Again.

As a result of this Mrs. R. did not attend graduation. On a later ocassion, one of the staff discussed the matter with a friend of her's who was a member of the class. She said that Mrs. R.'s husband had been a long-distance truck driver making $225.00 per week. He had an accident and

was disabled. Since that time, his luck seemed to have run out. An operation left him unable to work, so he was forced to spend time around the house. He evidently was not happy at this and transferred his feelings to the family. Money became tight, then non-existent and the family went on welfare.

Mrs. R. was left to pay off a car, take care of the family, and content with an irritable invalid. She was a perfectionist in her work. Her personality, the background, and her present dilemma left her with few reserves. She was unable to hear us when we discussed the financial arrangements at HMI, because she was so thoroughly enmeshed in her own financial difficulties.

Attempts have been made to encourage her return, but to no avail.

Mrs. M. S. J. - Extremely nervous woman, suffering from many physically related ailments, headaches, nausea, etc. She smiles frequently even when relating sad news. She is the only woman interviewed, who referred to herself as a servant. At the time of the first application, Mrs. S.J. in response to the question regarding dependents, said she had one daughter who was a great trial to her. During subsequent discussions, Mrs. S. J. failed to mention her daughter at all. She found many reasons for her nervousness, illness, the death of an aunt, and difficulties in the classroom and on the job. She lacked confidence and after her first work experience she fell ill and was forced to miss two days of school. This served to further undermine her confidence and daily counseling sessions seemed advisable.

As we listened to Mrs. S. J. the causes she mentioned seemed anemic in light of the effects we were observing. Mrs. S.J. assured us that even though school and work troubled her some, there was nothing particularly serious. She tried valiantly to convince us that basically things were just fine and a miraculous return to rosy good health was imminent.

We asked Mrs. S.J. about her daughter - and the dam broke. As a matter of fact the child (J. 15 years old) worries her mother constantly by not coming home and not letting her mother know where she is. Mrs. S. J. spoke of the difficulty she experienced with J.'s father and his failure to recognize his responsibility to J. She also expressed bitterness about the time she spent caring for other people's children while her own was left unattended. She said she wanted to put the child into a boarding school or foster home. Later she mentioned she had had the opportunity to place J in Texas, but was unable to make the decision to leave her.

We asked Mrs. S.J. if she would like to consult with a psychiatric social worker. She readily agreed and seemed greatly relieved.

We called the Community Council of Greater New York and the American Foundation of Religion and Psychiatry. Each recommended Family Services of the Salvation Army. We called and spoke with an intake worker, Mr. Johnson. He asked that Mrs. S. J. speak with him directly. She did this later and arranged an appointment which she kept.

Mrs. L. O. B.

When Household Management, Inc., began recruiting for its first training class in May 1968, an advertisement was placed in the New York Daily News. One of

the women who responded was Mrs. L. O. B., a 53 year old Caucasian woman, rather chunky and unkempt. She was married and living with her husband who was employed at various jobs, a few of them temporary. They had no children. Mrs. O. B. had never been employed. At 53 she was applying for her first job!

The interviewer was somewhat surprised by this and wondered for a few minutes whether it would be fruitful to accept her. However, having no evidence that her lack of work history would probably lead to failure and being taken by Mrs. O. B.'s interest and enthusiasm, decided to accept her.

Mrs. O. B. responded to Household Management, Inc.'s program with an excitement that has not diminished over the year. She lost weight, had her hair cut and when she visited the office after several weeks of work, staff members hardly recognized her.

Later in 1968, Mrs. O. B. was placed on a full time assignment, 5 days per week in the same home. There she became the all around housekeeper that Household Management had trained her to be, doing everything down to helping the lady of the house hem her dresses.

Mrs. O.B. has not missed a single day of work since she began with Household Management, even arriving on time after a snow storm which kept most Technicians and staff personnel at home.

Mrs. O. B.'s job, which is described as the ideal type job, sometimes makes her restless. From a woman who was often overshadowed by her gregarious husband Mrs. O.B. has become even more outgoing than he. She frequently requests what other workers dread, a different house each day. She loves to meet new poeple and tackle new situations, and anticipates these with more energy than many younger women. It is difficult to imagine Mrs. O.B. spending most of her working life unemployed.

Each week she calls the office to exchange information and ideas. She wants to know what changes are occuring in policy and process and in exchange she contributes a wealth of information for the teachers, students and other working technicians. Many of her suggestions were printed in Household Management, Inc.'s newspaper "The Householder" under a column called "Mrs. L. O. B.'s Household Hints". This gave Mrs. O. B. a great deal of pleasure and others a great deal of help.

Recently, she called to tell us that she has accepted a job in a hospital as a dietary supervisor. Her duties involve supervising the kitchen staff, checking trays, and a considerable amount of clerical work.

Mrs. G. W.

When Mrs. W. first began working with her counselor, she indicated she had enrolled in Household Management, Inc.'s training program with unrealistic ideas. She wanted five days in the same house caring for an elderly person. We told her that this was unlikely and we discussed in detail what her job(s)

would probably be like. It was clear that it was not what she'd anticipated nonetheless she wanted to remain in the program.

Our plan was to help Mrs. W. clarify her goals and to help her see there was a purpose in her continuing with Household Management. Mrs. W. had an automatic defense to any question, which was to delcare with vehemence, "honey, I know my job".

Mrs. W. came to New York in 1941 on a sleep-in domestic's job. She had had a series of jobs as a nurse's aide in several nursing homes. Each job lasted from 1 to 2 years. On the last job her wages had been attached and she resigned. She had three children one of whom was nearly grown, the other two were small.

Mrs. W. refused to follow the policy of calling the office when she was absent. Her response to questions and requests regarding this was always "honey, my children are more important", followed by several minutes of fast angry talking.

The counselor realized that Mrs. W was absent nearly every Monday. It turned out that she was very involved in the church. At one time she lived in the Bronx, and seven years prior to her association with Household Management she had moved to Brooklyn. She explained that she had maintained her religious association with the church in the Bronx and spent every Sunday there. Furthermore she had to leave her home very early that day and didn't return until very late. This made her very tired on Monday.

When the counselor took a breath to speak Mrs. W. began responding as was her way "honey, my church is more important, etc".

The counselor now began structuring all conversations in a very specific way, emphasizing that along with her other responsibilities, Mrs. W., had a job which made simple but firm demands. For a time this seemed to work, but Mrs. W. continued to be unable or unwilling to express either her desires or her expectations of employment with Household Management.

During the initial interview Mrs. W. indicated she had accepted the job with the view toward becoming independent of welfare but that inclination seemed outweighed by her reluctance to do housework.

During the internship period Mrs. W. proved to be unreliable by failing to report to assigned jobs. She argued several times, apparently unnecessarily, with clients and her reluctance to communicate with either her teachers or her counselor grew. Mrs. W. still maintained she wanted to remain in the program, but when she was finally terminated, all attempts to work successfully with her had failed.

JOB DEVELOPMENT AND PLACEMENT

There is a tremendous demand for workers supplying household services, but not a great diversity insofar as the bulk of the type of service wanted. A study we made in April 1968 showed that of the 117 homeowners interviewed, 116 wanted their homes to be cleaned! The New York Employment Service wrote to us in August, 1968 stating that for the first five months in 1968, the N.Y.E.S. received 70,000 requests for day workers and they could only fill 65% of these requests. Day workers duties are defined in the Occupational Handbook as dealing almost exclusively with cleaning chores.

As an example of just how great the demand and need for home service is the request to us by the New York City Department of Social Services to supply a housekeeping service to a great number of their clients. The potential man hours of the service to Social Services is so vast it is probably (at present) not possible to completely fill the need. As an example of what I mean, the January 1970 caseload, filled or unfilled was over 300,000 man hours. This would have taken more than 7,500 people working 40 hours each week to meet this need which shows no sign of reduction and promises to grow larger.

A sampling of 700 jobs filled by us in the first year of operation projected an 86% primary demand for cleaning services with cooking running a distant second at 10%.

This is a much repeated national pattern documented by data gathered by the U.S. Department of Labor.

As mentioned, there is a demand for other services such as cooking, child care, care of the elderly, and even more minor miscellany, but these are much more specialized and limited.

A survey of the clients currently using our service shows the client to be a married woman in her 30s, working full time. She requires cleaning for her 4 room apartment on Manhattan's East Side. She uses our service 1½ days each week and has been doing so for 4 to 5 months. She learned of Household Management, Inc., either through a classified advertisement or from a personal recommendation. She does not have children at home or they are old enough to either be in school all day or looking after themselves. Large consumer segments do not appear in our clientele composite, for example, young (under 30) single persons having small (1-2 rooms) and non working women of substantial financial means.

Household Management, Inc., operates in a fashion similar to a temporary personnel firm. Our personnel work in the homes of our clients. The workers are on our payroll. We are paid an amount of money by the homeowners and from this amount we pay salaries, benefits, overhead, and show a profit.

Household Management, Inc., is the only firm of its type guaranteeing a full week's work. The usual practice is to pay an hourly wage dependent upon the amount of work generated by the firm. Household Management, Inc., guarantees full employment to its workers, under any other arrangement

some workers may not get enough work. Most firms offer few benefits beyond those required by law. Household Management, Inc., goes beyond the legal requirements and includes hospitilization, paid holidays, and paid vacations. These conditions have existed from the beginning of our program.

Early in Phase I our major problem was student and graduate attrition and in an effort to encourage retention, we raised our weekly wage from $80 to $95 the only weekly salary in the industry and the highest wage scale by an average of .60 per hour.

Salaries are paid on an incentive plan relating to the number of days worked each week. The salary is earned at daily rates of $16.00, $17.00, $18.00, $21.00, $23.00, Monday through Friday. In order to earn Friday's rate, a worker would have had to work the previous four days.

The earlier wage was $80.00 per week and our incentive salary plan was implemented without passing on any increase to our clients. The reason for this was that at that time we felt that the introduction of higher rates was not advisable to promoting increased business and client involvement. Another reason for switching to the incentive salary structure stemmed from our job development analysis which showed that the overwhelming demand was for some service involving cleaning. Consequently we realistically could not build in any added incentive on the basis of any specialized higher priced service. Our clients were already being charged $15.00 for a half day and $26.00 for a full day's service plus overtime and holiday rates.

With all this, we still lost half of our graduates and our payroll records show that from January through June of this year we have lost as many workers as we have added.

Why the attrition? The biggest reasons are child care and health problems. This accounts for almost half of our drop-outs. Mr. Gary Calnek, Central Coordinator for the Manpower and Career Development Agency, Human Resources Administration of New York City, in a letter to us in March, 1970 stated that his office showed almost the same results.

Certainly we cannot expect to persuade everyone to work for us or even to return to work at all. But we lose too many graduates who expect to work full-time after graduation and who find that we cannot generate sufficient work. Sufficient job possibilities eventually became our major problem. Once we reached an average worker staff of 40, we could not develop sufficient jobs. The fact that in this situation, we pay salaries anyhow, does not seem a strong enough factor to prevent a loss of confidence. This leads us to believe another strong reason for attrition may well be disappointment and loss of faith in our ability to produce. Enrollment and graduations would be better staggered thereby adding small groups to the work force continuously. This type of situation is experienced immediately after graduations when we must generate tremendous increase in jobs and this has not been possible even with small classes. Attrition is most pronounced at these times. Our

NAME OF PROJECT Household Management Inc.

TABLE 25. CUMULATIVE DATA

6/15/68

7/31/70

No. contracted to train	No. enrolled who commenced training	No. of dropouts	No. of graduates	No. of graduates placed by project and working	No. of graduates known to be working elsewhere	Total no. of graduates working to date
Phase I						
100	171	88	83	10	8	18
Phase II						
200	207	90	117	33	14	47
Total						
300	378	178	200	43	22	65

guaranteed salary cannot replace the actual demand for working. Having lost the graduate, we also lose the customers we can't service due to insufficient manpower.

Our survey of our work load in May 1969 showed that we had booked over 2700 jobs for the previous year. For the first six months of 1970, we already have completed 3700 individual jobs. Even so, our growth rate is inadequate to cover both our guaranteed (high) salary, benefits, and (future) overhead. What is lacking is an individual customer who could consistently use many workers over extended periods of time. A large real estate firm would be a good example; however, commercial cleaning in New York is tightly controlled and unionized. A big customer would hold down attrition by giving us a dependable solid posture. It would also enable greater recruitment so that while gross profit may not be improved on each job, it would be increased by volume.

Our attempts at trying to interest large corporations to include a Housekeeper Emergency Service were completely unrealistic. They envisioned enormous union objections and excessive abuses by the executive's benefiting.

Another job development problem is scheduling. Of the 3,700 plus jobs in 1970, more than 2,400 called for service of 4 hours. This means we would need two 4 hour jobs in a day for someone wishing to work 8 hours, and the two must be nearby. Scheduling problems like this account for more potential loss. We may even find that there is an excess of work available and yet some people would still be idle. Too many jobs for Monday or too many in the morning and not enough for other times. Peaks and seasons are evolving, Mondays and Fridays are very busy days and June, July, and most of August show a 40% drop in gross business.

In March, 1970, we engaged an independent firm to conduct a survey of the consumer market purchasing household services. Several findings were quite apparent.

1. None of the persons questioned needed any specialized service.

2. Our charges were too high.

3. People were generally not interested in the subject.

Interesting conclusions in view of the demand and certainly not in keeping with all the comments we get from friends, relatives, and housewives!

Although the market survey showed that our charges were too high, we could not reduce our prices. Our experiments with higher wages and benefits, our guaranteed $95.00 salary plus the equivalent of approximately $20.00 more in benefits such as hospitalization insurance, paid holidays and vacation, unemployment insurance and compensation and disability coverage made this an impossible alternative even if there was no conflict in philosophy.

This meant that our payroll costs came to $115. leaving a gross of $15, less than half the amount a usual business would realize. Our experiences show the incentive salary to be more attractive but so confusing and troublesome, it is neutralized.

Part of the problem is we are not dealing with an experienced employer. Household maintenance is still thought of as a luxury to be bargained over. The past relationships were too paternal. The job actually was never really defined or analized and this gave the worker a dehumanized characteristic. Our market survey showed very clearly that the traditional hiring practices were still preferred, i.e. personal engagement usually on a recommendation from a relative or friend.

All of these practices will certainly eventually end. Of course the potential is there as well for the service to become strictly a luxury for the very wealthy or at least to become depersonalized with the use of 4 to 5 man/woman teams to provide periodic expensive maintenance service.

When we began to develop our clientele we got excellent results through classified advertisments. We have continued to advertise, our referrals although inadequate to solve the entire need are a prime source. This type of job development must eventually be the overwhelming source if the company is to be sucessful. Household service more than any other business depends upon personal satisfied recommendations.

During the past six months our average worker has worked 30 hours each week and earned about $65.00 per week on a combination of half and full days. As many as 15 or our 48 average employees miss 2-3 weeks at a time. We find that of the potential 1400 weekly man hours (48 workers x 30 hours) we actually realized less than 1000 hours worked. This brought our gross payroll average to a little under $2,000 per week

Our billing for this same period was nearly $70,000 (2400 jobs at $15 and 1300 at $26.) for a weekly average of almost $2,700. Payroll costs absorbed nearly $60,000 and left a gross profit of $10,000.

A business raising its charges an additional 15% to meet the standard mark-up of 30% would still earn less than $15,000 annually and would demand the full-time attention of its proprietor for him to earn the $1,500 as salary. However, this same business becomes more financially attractive if the wages and benefits paid were lower and guarantees were non-existant.

Our accounting and general clerical procedures are quite convential. We use doubly entry bookeeping as our internal control system. For checks and balances we use vouchers to verify expenditures. At first we invoiced clients for each job in advance, now we bill weekly but we are more flexible about advance payment. Customers usually send their payment in through the mail, but it is not unusual for them to give their checks to the Technician who in turn brings it in to the office. We pay very close attention to delinquent accounts often calling

clients' offices to remind them of overdue invoices. Clients that continue to be overdue are not serviced until they bring their accounts current. Because of this careful attention, our bad debt is less than 1% and I underscore this practice heavily.

Invoices are standard forms with four copies, two copies to the customer, one to our bookkeeping department and one for verification by the job developer.

We compute our payroll on Monday and mail payroll checks on Monday and Tuesday. The checks cover salary for the previous week, Monday through Friday including any additional work done on Saturday.

Credit card subscription added another duty to the system but did not seem to encourage customers. We got so little demand for it that meaningful conclusions are impossible.

In our fiscal year ending April 30, 1970, our profit was higher ($25,000) than our current rate. This higher profit was realized because we had less employees and we were able to better meet the job development demand and therefore paid much fewer persons for whom we could not generate work.

The paradox being that the more workers available and ready to work has meant less profit for the company. Something that would not exist with a large user such as the Social Services.

The data compiled during our pre-enrollment interview show an applicant's usual yearly income to be less than $2,000, more often under $1,500 and little if any gainful employment.

In any case, what have we learned?

We know that a business offering a household maintenance service can survive without training, without elaborate staffing, and can earn a moderate living for the proprietor. The workers will continue to be underpaid, unprotected, and transient. The public's attitude, the worker's outlook, and the general concept will continue to be stigmatized and in all probability the personal service aspects will become commercially extinct. This will probably be accelerated as more educational and vocational opportunities open up for our deprived citizens.

A small businessman could earn $15,000 yearly employing the equivalent of 25 full time workers, working on the standard 30% mark-up and keeping his overhead below $1,000 per week.

But again, where is any opportunity for his workers. This business could not support any training costs and actually could only grow to a point. The absence of a customer who could absorb many hours of service limits major growth.

We have also discovered that we can charge more and pay more, but the difficulty is developing a large enough demand because of our higher prices.

Very importantly, we have learned that underemployed and unemployed persons can be motivated. Not all, not even half of those we meet, but enough.

SUMMARY

Household Management Inc., achieved so much, we learned a great deal, helped people to improve their status, overcome lots of prejudices, but our experiences point out just how little we have accomplished by comparison to how ingrained and extensive are the problems connected with household employment. This is so pronounced that we could not develop enough jobs to provide our graduate with adequate work assignments. This, in the face of what is thought of to be a service industry with a desperate need for workers. Sufficient customers could not be persuaded to change their attitudes and practices or even to pay adequate charges for service. Our prices had to be forced on them even though we could promise a more professional dependable service and guaranteed satisfaction.

There is a tremendous demand for workers offering household services, but not a great diversity insofar as the type of services usually wanted. Most homeowners need a cleaning service. However, there is a widespread obstinate resistance to paying more money and improving conditions. Everyone using household workers tends to be exploitive, this includes not just individuals, but private agencies and the Employment Service. Both of these being a good deal less concerned with the worker than they with "filling the order" regardless of the demand. The name of their game is "numbers".

Both of these conditions can begin to be altered with legislation. Lets have government recognize that household workers are human and entitled to (at least) the protection, under the law, that most workers accept as natural. This should lead the way for the occupation to achieve some status. Hopefully the furtive practices relative to tax deduction can begin to be controlled through proper legislative mandate thereby bringing the usual legitimate practices into reality.

Training must be implemented without exaggerated unrealistic and grandiose concepts. Instruction should complement the region's job demand. The period of time allocated to training should be kept as short as is feasible and practical. The costs relative to training must be carried by a government agency with a JOBS format. The cost of meaningful training is just to much for a company to pay for out of profits. It is accurate and appropriate to state that training programs can be easily and readily designed to prepare workers for satisfactory performance in all the household occupations. However, higher salary and benefits, requirements and better working conditions requirements must be a condition for support. If a public agency is to do the training, then the same conditions for worker job referral must be enforced.

Our experience shows most potential household workers to be a highly transitory population. They possess the characteristics and behavorial patterns displayed by the poor almost in classic detail. We found them hard to reach, difficult to motivate and more often than not, impossible to retain. Not only does the occupation need upgrading, but extensive

NAME OF PROJECT Household Management Inc.

TABLE 26. EMPLOYMENT STATUS OF GRADUATES

No. of graduates placed by project and working	43
No. of graduates known to be working elsewhere	22
Total No. of graduates working	65
No. of graduates unemployed	16
No. of graduates whose employment status is unknown	119
Total No. of graduates unemployed or status unknown	135
TOTAL NO. OF GRADUATES	200

emotional-type counseling, buck-up services are a crying desperate need. That the women want help is plain to see, they do enroll, but they don't stay.

Buffers like Household Management Inc., between homeowners and workers are recommended. These companies pay the minimum wages and could be offered inducements to help improve conditions. They also serve as valuable "shock absorbers" and given the facilities and incentives could go a long way in becoming useful in changing to corrective rather than termination oriented insofar as the handling of disputes, claims and unsatisfactory performance.

Our inability to develop sufficient job opportunities was our biggest disappointment. Many ingredients contributed to this predicament, factors essential to our upgrading philosophy. Nonetheless job development and retention difficulties were problems around which everything else revolved.

The industry lacks the big user. Service is fragmented over a broad geographic area and the business relies upon serving (too) many different people. Coupled with any upgrading activity, the problems, multiply out of proportion. New York's Housekeeping Program may help relieve this obstacle and could point the way for a new national direction.

Trying to evaluate the roles played by the Department of Labor and the Office of Education is difficult. I haven't had any experience which would allow for a comparison. However, some comments are appropriate. D.O.L. and O.E. were as involved as their funding committment. Therefore, I had much more to do with the D.O.L. than with the O.E. Cooperation and assistance was provided by both to a considerable degree. Sometimes I couldn't help but wonder if other projects were slighted. Perhaps the most pleasant aspect was the manner in which we were allowed to function. Both agencies kept interference to a minimum and permitted a good deal of independent action. This helped the program tremendously.

A rather unpleasant experience was our later affiliation with the National Committee on Household Employment. We started out in an atmosphere of mutual help, understanding, and education. With that agency's continued internal disruptions, the relationship became rather empty. The National Committee on Household Employment stopped its monitoring, offered no help and cooperation, became a dirty word. I felt that this certainly had an adverse effect.

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STATISTICS

PROFILE OF PROSPECTIVE EMPLOYER FOR ON-THE-JOB TRAINEES AND GRADUATES OF HOUSEHOLD MANAGEMENT, INC.

1. METHOD OF GATHERING DATA:

Data was compiled through the use of the enclosed prospective employee questionnaire.

Total number of respondents interviewed: 117

A. Number of personal interviews: 92 (initial contact by phone)

B. Number of telephone interviewees: 25

Procedure used for contacting respondents:

A. Telephone contacts:

1. Listings of cooperating agencies
2. Referrals by private individuals

B. Personal interviews:

1. Response to New York Times ad of April 18th for participating employers.

It should be noted that this survey reflects the failure of some respondents to answer all questions and the receipt of duplicate answers to certain to certain questions by some respondents.

2. AREAS OF RESIDENCE	NUMBER OF RESPONDENTS: 117
A. Manhattan	55
B. Bronx	12
C. Brooklyn	19
D. Queens	21
E. Nassau County	1
F. Westchester County	4
G. New Jersey	4
H. Unknown	1

3. OCCUPATIONS OF HEAD OF HOUSEHOLD	NUMBER OF RESPONDENTS: 117
A. Self Employed	6
B. Attorneys	14
C. Real Estate, Stock or Insurance Brokers	7
D. Teachers	14
E. Psychiatrists, Psychologists and Medical Doctors	6
F. Engineers, Architects and other related fields	15
G. Salesman	8
H. Members of Armed Services	1
I. Accountants	3
J. Other professional	31
K. Unknown	12

4. WORKING STATUS AND OCCUPATIONS OF WIFE

A.	Employed on Full Time Basis	32
B.	Employed on Part Time Basis	35
C.	Not presently employed	50

Of the 50 respondents not presently employed, seven indicate the desire to return to work immediately upon the obtaining of reliable household assistance.

Occupations of wives presently employed:

A.	Teachers and related educators	27
B.	Nurses	1
C.	Technicians	5
D.	Social Workers	4
E.	Doctors (Psychiatrist)	1
F.	Secretary-Bookkeepers	7
G.	Professional Business women	22

5. FAMILY INCOMES NUMBER OF RESPONDENTS: 117

A.	Below $10,000.	3
B.	$10,000 - $15,000.	50
C.	$15,000 - $20,000.	30
D.	$20,000 - $25,000.	11
E.	$25,000 and above.	18
F.	Unknown	5

6. TYPE OF DWELLING (ESTIMATE) NUMBER OF RESPONDENTS: 117

A. Number of private houses estimated 10%

B. Apartments (including duplex) estimated 90%

7. BREAKDOWN OF SIZE OF DWELLINGS NUMBER OF RESPONDENTS: 116

STANDARD ROOM	1 Bathroom	1½-2½ Bathrooms	2½-3 Bathrooms
2½	2	2	
3-3½	12	12	
4-4½	35	32	3
5	19	5	14
6	25	2	20 3
7	12		7 5
8	7		2 5
9	4		2 2

8. SIZE OF FAMILY NUMBER OF RESPONDENTS: 117

A. Adults 227 (1.94 adults per family)

B. Children 175 (1.49 children per family)

BREAKDOWN OF AGES OF CHILDREN

Infant	1½ - 5 years	6 - 12 years	12 - 18 years	Adult
11	54	54	40	21

9. CREDIT CARD INFORMATION NUMBER OF RESPONDENTS: 52

A. Unicard-Uniserv 12

B. American Express 15

54

C. Diners Club	14
D. The "Everything Card"	7
E. Unknown	4

Classifications of Previous Employees

Number of Respondents: 117

Job Titles

A. Housekeeper	19
B. Baby Nurse	4
C. Dayworker (general cleaning)	88
D. Cleaning Service	2
E. Cleaning man-window cleaner	4
F. Cook-waitress	3
G. Sleep-in housekeeper	4
H. Mothers helper	7
I. Laundress (ironing)	2

10. Salary of Former Household Employees

Breakdown of Hourly Wage Basis

Number of Respondents: 81

Job Title	$1.25	$1.50	$1.75	$2.00	$2.50
1. Dayworker	3	27	17	14	2
2. Baby Sitter, Nursemaid	1	1		1	
3. Cleaning man or Cleaning service				1	
4. Serving Assistant				1	
5. Unanswered					

13

*Mean wage previously paid - $1.70 per hour

*Seven respondents indicated that they paid dayworkers carfare in addition to hourly wage, although this question did not appear on survey questionnaire.

BREAKDOWN ON DAILY WAGE BASIS NUMBER OF RESPONDENTS: 31

JOB TITLE	$10.00-$12.00	$13.00-$15.00	$15.00 and above
Dayworker	17	12	4

II. SOCIAL SECURITY AND NEW YORK STATE DISABILITY BENEFITS PAID FOR PREVIOUS EMPLOYEES NUMBER OF RESPONDENTS: 117

	Yes	No	No Answer
A. Social Security	42	44	31
B. N.Y. State Disability	5	79	33

12. DEGREE OF FORMAL TRAINING OF PREVIOUS EMPLOYEES

NUMBER OF RESPONDENTS: 117

A. No (not to employers knowledge)	116
B. Yes (Homemaking course in Canada)	1

13. AREAS OF DISSATISFACTION IN HOUSEHOLD EMPLOYEES PREVIOUSLY AND PRESENTLY EMPLOYED NUMBER OF RESPONDENTS: 117

A. Personal Appearance	15
B. Attendance	51
C. Housekeeping	47
D. Job Knowledge	38
E. Quantity of Work Performed	39

F.	Attitudes	30
G.	Other	38
	non english speaking	1
	not organized	1
	won't give additional time	3
	no seasonal or heavy work	4
	no initiative	2
	breakage	1
	problem of returning tools	1
	inadequate knowledge of child care	3
	honesty	7
	inability to iron	1
	will not work less than full day	1
	will not follow instructions	2

* Many employers commented that they presently employ household workers that are not satisfactory. They continue the employment only because there is no source through which they can obtain a house worker that they feel would be more satisfactory.

14. OPENINGS PRESENTLY EXISTING FOR TRAINED HOUSEHOLD EMPLOYEES NUMBER OF RESPONDENTS: 117

Openings	92

15. DOMESTIC SERVICES REQUIRED — NUMBER OF RESPONDENTS: 117

A. General cleaning-light and heavy	116
B. Baby Sitting	41
C. Infant Care	13
D. Plain cooking and serving	32
E. Laundering (ironing)	71
F. Shopping (marketing)	10
G. Senior Citizen Care	2

*Twenty respondents indicated that they had need for emergency household assistance during the past year.

16. NUMBER OF DAYS EMPLOYMENT REQUIRED FOR WEEK AND NUMBER OF HOURS PER DAY — NUMBER OF RESPONDENTS: 117

A. One day per week	52
B. Two days per week	35
C. Three days per week	8
D. Four days per week	2
E. Five days per week	15
F. No Answer	5

NUMBER OF HOURS REQUIRED PER DAY

A. 2-3 hours	5
B. 3-5 hours	17
C. 5-6 hours	10
D. Full day (7-8 hours)	79

17. RESPONDENTS INDICATING A WILLINGNESS TO PAY HIGHER WAGES FOR TRAINED EMPLOYEES

NUMBER RESPONDING: 117

yes	87
no	12

* The remaining eighteen respondents were uncertain at this time for the following reasons:

1. Have help at present but unsure of what their status will be in the future.
2. Seeking employment which will require that they have a household employee, but not sure that they will be able to find a suitable position.
3. Not sure if they will be able to pay the prevailing wage of the graduates.

18. HOURLY WAGE RESPONDENTS WOULD BE WILLING TO PAY GRADUATES

NUMBER RESPONDING: 117

A.	$1.50 per hour	2
B.	$1.60 per hour	1
C.	$1.75 per hour	14
D.	$2.00 per hour	31
E.	$2.25 per hour	4
F.	$2.50 per hour and over	16
G.	No answer	49

C. Private recommendations 29

D. Newspaper advertising 18

20. EASE OR DIFFICULTY ENCOUNTERED IN FILLING PREVIOUS OPENING IN HOUSEHOLD NUMBER OF RESPONDENTS: 117

A. No difficulty encountered 28

B. Considerable difficulty found 40

* Many respondents indicated that while they encountered a little difficulty in filling their position, the percentage of truly satisfactory household employees hired was extremely low. Respondents felt that "any highly qualified household employee had all of their days filled".

21. DEGREE OF INTEREST IN PARTICIPATING IN PROPOSED SEMINARS

Yes 91

Maybe (if their time permits) 13

No 5

22. WILLINGNESS TO PARTICIPATE IN ON-THE-JOB TRAINING PORTION

Yes 108

NAME OF PROJECT Household Management Inc.

TABLE 1. ADMINISTRATION: PROJECT STAFFING

Staff resignations and job title		Reasons for leaving	Staff appointments and job title*		Source of recruitment
Name	Job title		Name	Job title	
Carol Cooney	Teacher	Other employment	None		
Helen Spitzer	Job Developer	Other employment			
Roberta Gottlieb	Assistant Director	Other employment			
Sarah Bray	Office Manager	Other employment			
Barbara Wilson	Teacher	Discharged - unreliable			
Ronnie Cook	Manager - Management Center	Position eliminated			
Frances Jackson	Field Supervisor	Discharged - poor attitude			
Carolyn Fox	Job Developer	Pregnancy			
Ernesting Mitchell	Manager - Management Center	Lack of progress			
Stephanie Laping	Teacher	Policy dispute			
Darsene Baggett	Teacher	Discharged - low level of competency			
Carol Whitter	Counselor	Policy dispute			
Lawrence Davis	Steno-Typist	Unable to cope with duties			
Shiri Holman	Manager- Management Center	Unable to cope with duties			
Marjorie Kaufman	Teacher	Felt "unaccepted" by students			

* PLEASE ATTACH RESUMES OF STAFF MEMBERS (BOTH PROFESSIONALS AND PARAPROFESSIONALS) NOT ON FILE WITH NCHE.

NAME OF PROJECT Household Management Inc.

TABLE 2. RECRUITMENT: TRAINEE INTAKE

6/15/68 - 7/31/70

Phase No.	Total no. of applicants	Total no. selected	Reasons for selection by project	No. rejected by project	Reasons for each rejection by project	No. who refused enrollment	Reasons given by each applicant for refusal to enroll	Service to non-selected applicants	
								No. of non-selected applicants	Type of service
I	436	171	Applicants were presumed acceptable. Certain limited factors could prevent their enrollment. These contingencies were; poor health, too old, lack of U.S. citizenship, and if the prospective student indicated that he/she did not intend to work after graduating.	25	See "Reasons for Selection by Project"	240			
II	428	207		64		157			
Total	864	378		89		397			

NAME OF PROJECT Household Management Inc.

TABLE 3. RECRUITMENT: APPLICANT RESPONSES TO RECRUITMENT TECHNIQUES
6/15/68 - 7/31/70

Recruitment techniques	*** Total no. of inquiries by			No. of applicants actually enrolled		
	Telephone	Letters	Visits	Phase No. I	Phase No. II	Total No. __
1. Newspaper help wanted	*** Although no record(s) were kept as to how initial individual contact was made, the overwhelming majority of our prospective students first contacted us by telephone. Visits only materialized usually after a telephone conversation which had to positively convince the person making the inquiry.			118	60	178
2. Public service, radio advertising					1	1
3. Public service, TV announcement					2	2
4. Churches						
5. Public Welfare				17	63	80
6. Employment Service				7	19	26
7. Vocational Rehabilitation					1	1
8. Referral from trainees				10	5	15
9. Referral from employers of trainees				1	1	2
10. Feature articles, newspapers				4		4
11. Feature articles, magazines				3	1	4
12. Community action agency				11	49	60
13. Housing projects						
14. Staff radio and TV appearances						
15. Staff lectures to groups						
16. Others (list)						
Labor Union					1	1
Unknown					4	4

NAME OF PROJECT Household Management Inc.

TABLE 4. PROFILE OF TRAINEE: NUMBER AND AGE OF DEPENDENTS
6/15/68 - 7/31/70

Phase No.	No. of trainees with the following no. of dependents *								Age of dependents (indicate no. of dependents in each age group)					
	0	1	2	3	4	5	6 or more	Total no. of dependents	0-5 yr		6-9 yr	10-15 yr	15-21 yr	Over 21
I								191	34		40	41	54	22
									0-2 yr	3-5 yr	6-12 yr	13-17 yr	18-21 yr	22 yr & over
II	111	48	26	13	6	4	3	211	19	26	51	47	30	38
Total								402						

* Breakdown not kept for Phase I.

NAME OF PROJECT Household Management Inc.

TABLE 4A. PROFILE OF TRAINEE: ARRANGEMENTS FOR CARE OF DEPENDENTS
6/15/68 - 7/31/70

Phase No.	Care of dependents (indicate no. of trainees per category)											
	Relatives	Average cost/day **	Neighbors	Average cost/day **	Baby-sitters	Average cost/day **	Nursery school	Day care	Average cost/day **	No provision needed	In school	Other Unknown
I	37				1			7		20		
II	32	4.00*	7	4.25	9	4.25	1	4	0	18	16	4
Total	69		7		10		1	11		38	I6	4

* Average of those paying - most paid nothing
** Not recorded in Phase I

NAME OF PROJECT Household Management Inc.

TABLE 5. PROFILE OF TRAINEE: EDUCATION, REASONS FOR LEAVING SCHOOL, OTHER TRAINING

6/15/68 - 7/31/70

Phase No.	Total no. of trainees	*Education					Reasons for leaving school (indicate no. of trainees per category)							
		Highest grade completed (indicate no. of trainees per category)				High School Graduates or Some college (indicate no. of trainees)	Illness	Pregnancy	Marriage	Finances	Lack of interest	Family responsibilities	Other Failure	Other *
		Under 6	6-7	8-9	10-11									
I	* 171	7	11	48	54	27	7	11	5	85	9		3	
		1-4	5-8	9-11										
II	207	5	85	81		36	3	18	20	78	28	24		3
Total	378					63								

* Data unavailable or unknown for 24 trainees.

* 1-Declared a wayward minor
1-Death of both parents
1-Death of child

Phase No.	Total no. of trainees enrolled in basic education	No. of trainees with other training					
		Business	Cosmetology	Practical nursing	Nurse's aide	Other MDTA	Other
I	Household Management Inc., integrates basic education into its training program.	3	1		15		11
II		8	7	5	13	6	3
Total		11	8	5	28	6	14

* PHASE I
Child & Geriatric care -6
Needle trades -3
Catering -2

PHASE II
Child care -1
Commercial Art -1
Home Health Aide -1

NAME OF PROJECT Household Management Inc.

TABLE 7. PROFILE OF TRAINEE: COMMUNITY ACTIVITIES
6/15/68 -7/31/70

Community activities	No. of trainees per phase		
	Phase No. I	Phase No. II	Total
Churches	42	24	66
Clubs		2	2
Fraternal organizations	6	1	7
Civic activities	14	5	19
None	109	175	284
Others (list)			

NAME OF PROJECT Household Management Inc.

TABLE 8. PROFILE OF TRAINEE: EMPLOYMENT BACKGROUND

6/15/68 - 7/31/70

Employment	PHASE NO. I						PHASE NO. II						TOTAL					
	No. of trainees who have worked for the following hourly wages						No. of trainees who have worked for the following hourly wages						No. of trainees who have worked for the following hourly wages					
	Less than $1.00	$1.00	$1.25	$1.50	$2.00	Over $2.00	Less than $1.00	$1.00	$1.25	$1.50	$2.00	Over $2.00	Less than $1.00	$1.00	$1.25	$1.50	$2.00	Over $2.00
Part-time*	Information not kept								5	13	6	5						
A. 1 employer									4	18	9	6						
B. More than 1 employer																		
Full-time**								2	4	8	1	4						
A. 1 employer									2	12	3	1						
B. More than 1 employer																		
Live-in							1	1		1								

* WORKS LESS THAN A FULL WEEK.
** WORKS A FULL WEEK.

Phase No.	Job experience (indicate no. of trainees with these job experiences)								
	Household employee	Babysitter	Food service	Factory	Laundry and drycleaning	Nursing homes, hospitals	Institutional cleaning	None	Other (define & give no.)
I	86		16	28		22		9	10*
II	99	1	14	25	11	21	21	5	10**
Total	185	1	30	53	11	43	21	14	20

* 6-Clerical
2-Sales
1-Farm
1-Electrician's helper

** 6-Clerical
2-Supermarket
1-Dectective Agency
1-Dancer

NAME OF PROJECT Household Management Inc.

TABLE 9. PROFILE OF TRAINEE: TRANSPORTATION USED BY TRAINEES
6/15/68 - 7/31/70

Transportation	Phase No. I		Phase No. II		Total	
	No. of trainees	Average round trip cost/day	No. of trainees	Average round trip cost/day	No. of trainees	Average round trip cost/day *
Walk	2	-	1	-	3	0
Auto						
Bus	15	.40	13	.60	28	.60
Taxi						
Subway	119	.40	178	.60	297	.60
Train						
Subway-bus	35	.80	15	1.20	50	1.20
Train-bus						
Other combinations						

* Public transportation rate increase from $ .20 to $ .30

TABLE 10. PROFILE OF TRAINEE: AUTOMOBILE OWNERSHIP AND DRIVERS' LICENSES
(date) 6/15/68 -7/31/70
PER COMPLETED TRAINING PHASE

Phase No.	Total no. of trainees	No. of trainees with automobiles	No. of trainees with drivers' licenses
I	171	Data not kept	11
II	207	4	11
Total	378	4	22

NAME OF PROJECT Household Management Inc.

TABLE 11. PROFILE OF TRAINEE: HEALTH PROBLEMS AT START AND COMPLETION OF TRAINING PERIOD
6/15/68 - 7/31/70

Age group	Common health problems of trainees (indicate no. of trainees with problems by age group)																	
	Arthritis		Gynecological		Diabetes		Cardiovascular		Dental		Obesity*		Alcoholism		Mental disorders		Other**	
	No. diag-nosed	No. treated	No. diag-nosed	No. treated	No. diag-nosed	No. treated	No. diag-nosed	No. treated	No. diag-nosed	No. treated	No. obese	No. with weight loss	No. diag-nosed	No. treated	No. diag-nosed	No. treated	No. diag-nosed	No. treated
PHASE NO. I — Data not kept for Phase I																		
18 - 30 yr																		
31 - 40 yr																		
41 - 50 yr																		
51 - 60 yr																		
Phase No. II																		
18 - 30 yr							1	1			14	5						
31 - 40 yr			2	2							9	3	1	1				
41 - 50 yr	1	1	4	4	1	1	1	1	1	1	16	4			1	1	3	3
51 - 60 yr			1	1	3	3	1	1			9	2			1	1	3	3
Cycle or Class No. __																		
18 - 30 yr																		
31 - 40 yr																		
41 - 50 yr																		
51 - 60 yr																		

* OBESITY IS DEFINED AS 20% ABOVE NORMAL WEIGHT. USE HEIGHT-WEIGHT TABLES OF METROPOLITAN LIFE INSURANCE COMPANY.
** IDENTIFY TYPE OF PROBLEM.

63

Underweight
Allergies
Partial
Deafness

NAME OF PROJECT Household Management Inc.

TABLE 12. PROFILE OF TRAINEE: FINANCIAL BACKGROUND OF TRAINEES
6/15/68 - 7/31/70

Phase No.	Total no. of trainees	Annual income of trainees (indicate no. of trainees per category) **														Main source of income (indicate no. of trainees per category)					
		No income		Less than $500		$500-$999		$1000-$1999		$2000-$2999		$3000-$3999		$4000 and over		Household work	Workmen's compensation	Social Security	Relatives	Welfare	Other Employment
		1968 *	1969	1968 *	1969	1968 *	1969	1968 *	1969	1968 *	1969	1968 *	1969	1968 *	1969						
I	171															67				67	37
II	207		18		8		18		54		72		26		11	83			19	60	45
Total	378															150			19	127	82

** Breakdown for Phase I not available
* Data not available

NAME OF PROJECT Household Management Inc.

TABLE 13. PROFILE OF TRAINEE: HEALTH INSURANCE
6/15/68 - 7/31/70

PHASE NO. I									PHASE NO. II								
No. of trainees with health insurance					No. of trainees with clinic cards				No. of trainees with health insurance					No. of trainees with clinic cards			
Hospitalization	Surgical	Regular Medical*	Major Medical	Other	Medicare	Medicaid	Other	No coverage	Hospitalization	Surgical	Regular Medical*	Major Medical	Other	Medicare	Medicaid	Other	No coverage
21		21		16		80		54	11	4	11	2		2	101		76

* INCLUDES COVERAGE FOR NONSURGICAL TREATMENT, DOCTOR'S VISITS, LABORATORY TESTS.

NAME OF PROJECT Household Management, Inc.

TABLE 15. TRAINING: MATERIALS USED IN TRAINING AND THEIR EFFECTIVENESS IN JUDGMENT OF TRAINEES AND STAFF

Training materials (list by type and subject)	Effectiveness in trainee judgment				Effectiveness in staff judgment			
Handouts	E*	G	A	P	E	G	A	P
"Have a Plan to Keep the House Clean"	x					x		
"How to Keep Cleaning Tools Clean"	x				x			
"Grooming-Key to Success"		x				x		
"How to be Safe at Home"		x			x			
"Permanent & Durable Press"		x				x		
"How to Clean a Bathroom"		x				x		
"Know Your Laundry Recipes"		x				x		
"How to Dust Furniture"		x			x			
"How to Clean Venetian Blinds"				x				x
"Today's Work"		x					x	
"The Bride's Guide to Laundry"				x				x
"Beauty is Easy"				x				x
"Grooming-Key to Success"		x				x		
"The Laundry Book"	x				x			
"Laundry Guide"		x				x		
"One Easy Step to Softer, Whiter Fabrics"		x				x		
"Winter Salad Recipes"			x				x	
"Salads for All Occasions"			x				x	
"The Dishwasher Booklet"			x				x	
"Flavor Secrets,Wine"		x				x		
"Kitchen Measures"			x				x	
"Egg Cookery, 13 Easy Ways to Cook Eggs"			x				x	
"Table Setting Techniques"			x				x	
"Food Shopping Sense"			x				x	
"Consumer Protection Corps"			x				x	
"Food Guide"		x			x			
"Adventures in Eating"			x			x		
"Armour Fresh Meat ~~Study Guide~~"				x			x	

* E = EXCELLENT

G = GOOD

A = AVERAGE

P = POOR

NAME OF PROJECT Household Management, Inc.

TABLE 15. TRAINING: MATERIALS USED IN TRAINING AND THEIR EFFECTIVENESS IN JUDGMENT OF TRAINEES AND STAFF

Training materials (list by type and subject)	Effectiveness in trainee judgment				Effectiveness in staff judgment			
	E*	G	A	P	E	G	A	P
Laundry & Cleaning Handouts								
How to Keep the House Clean	x				x			
How to Keep Cleaning Tools Clean	x					x		
How to be Safe at Home		x				x		
How to Clean a Bath-room		x				x		
How to Clean Venetian Blinds				x				x
How to Dust Furniture		x				x		
Todays Work		x				x		
The Laundry Book	x				x			
The Laundry Guide		x			x			
One Easy Step to Softer, Whiter Fabrics		x				x		
How to do Dishes in a Dishwasher			x				x	
Use Your Head to Save Your Back	x				x			
Can You Find the Dangers in These Rooms		x						
Light Cleaning, Heavy Cleaning	x				x			
Special Cleaning Jobs	x				x			
Electric Cooking Guide			x				x	
Your Appliance Buy-Lines			x				x	
Orientation-Self Im-provement								
HMI Handbook		x				x		
Subway Map		x				x		
HMI Crossword Puzzles (3)	x				x			
Food Preparation Handouts								
How to be a Better Shopper		x				x		
Food Shopping Sense		x					x	
Amour Fresh Meat Study		x			x			
Martha Logan's Meat Handbook			x				x	
Salad Facts		x				x		
Salad Recipes		x				x		
Table Setting Techniques			x				x	
Beautiful Tables		x				x		

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NAME OF PROJECT Household Management, Inc.

TABLE 15. TRAINING: MATERIALS USED IN TRAINING AND THEIR EFFECTIVENESS IN JUDGMENT OF TRAINEES AND STAFF

Training materials (list by type and subject)	Effectiveness in trainee judgment				Effectiveness in staff judgment			
Handouts (Continued)	E*	G	A	P	E	G	A	P
"Martha Logan's Meat Handbook"			x				x	
"How to do Dishes in a Dishwasher"			x				x	
"Better Baking Book"	x				x			
"Use Your Head to Save Your Back"			x			x		
"Personal Telephone Directory"		x				x		
"How We Use The Telephone"		x				x		
"Dictionary of Cooking Terms"		x				x		
"Starch Primer"		x				x		
"Order of Work"	x				x			
"How to Shampoo Upholstery"		x				x		
"Spot & Stain"		x				x		
"Removing Spots & Stains"		x				x		
"How to Care for a Gas Range"		x				x		
"How to do Dishes in a Dishwasher"	x				x			
"How to Keep Floors Clean"	x				x			
"Tuesday Magazine"		x			x			
"Safe Working Habits"		x					x	
"HMI Special Cleaning Jobs"		x				x		
"Frigidaire Electric Cooking Guide"		x				x		
"Safe Washing Habits"			x				x	
"Can You Find the Dangers in These Rooms"		x				x		
"HMI Light Cleaning Heavy Cleaning"	x				x			
"Using the Vacuum Cleaner"	x				x			
Filmstrips								
"Vegetable Treasures		x				x		
"Convenience Cookery with Portable Appliance			x				x	
"All About Cookware"			x				x	
"All About Garnishes"		x				x		

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NAME OF PROJECT Household Management, Inc.

TABLE 15. TRAINING: MATERIALS USED IN TRAINING AND THEIR EFFECTIVENESS IN JUDGMENT OF TRAINEES AND STAFF

Training materials (list by type and subject)	Effectiveness in trainee judgment				Effectiveness in staff judgment			
Filmstrips (Cont.)	E*	G	A	P	E	G	A	P
"Beautiful Cakes, Frostings		x				x		
"Road to Responsibility"			x				x	
"Beef From Store to Table"	x				x			
"All About Turkey"		x				x		
"How Does She Do It"				x				x
"Washday Wonders"	x				x			
"That Individual Touch"		x				x		
"Family Wash"		x				x		
Movies								
"Pattern for Dining"		x				x		
"Selection & Preparation of Beef"	x				x			
"Creative Meal Planing"		x				x		
Teletrainer Understanding Today's Textiles Part I	x	x			x	x		

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NAME OF PROJECT Household Management, Inc.

TABLE 15. TRAINING: MATERIALS USED IN TRAINING AND THEIR EFFECTIVENESS IN JUDGMENT OF TRAINEES AND STAFF

Training materials (list by type and subject)	Effectiveness in trainee judgment				Effectiveness in staff judgment			
	E*	G	A	P	E	G	A	P
Food Preparation Handouts (Continued)								
Food Freezing Facts			x				x	
NCHE 2,3,4,7,8,9,10, 11,12,13,14		x				x		
How to Keep a Refrigerator Clean		x				x		
Focus on Canned Foods			x				x	
Filmstrips								
Mix and Match for Good Meals			x				x	
Beef From Store to Table	x				x			
All About Turkey	x					x		
Vegetable Treasure		x				x		
All About Garnishes		x				x		
The Crystal Touch			x				x	
China First		x					x	
Glassware for Modern Living			x					x
Creative Meal Planning	x				x			
That Individual Touch	x				x			
Small Wonders in the Kitchen			x				x	
Others								
Teletrainer	x				x			
We Learn About the Telephone		x				x		
Personal Telephone Directory		x				x		

* E = EXCELLENT

G = GOOD

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NAME OF PROJECT Household Management Inc.

TABLE 16. TRAINING: TRAINEE ATTENDANCE

(date) 6/15/68 - 7/31/70

Phase No.	Total enrollment per training phase	No. of trainees with perfect attendance per training phase	No. of trainees by days missed and reasons given																	
			1 - 5 days						6 - 10 days						10 days and over					
			Reasons given*						Reasons given						Reasons given					
			0	1	2	3	4	5	0	1	2	3	4	5	0	1	2	3	4	5
I	171	40						45						35						51
II	207	29	1	47	17	9	21	1	1	13	12	7	4		19	12	5	3	6	

* 0 = NO REASON
1 = ILLNESS (PERSONAL AND FAMILY)
2 = CHILD CARE PROBLEMS
3 = DEATH IN FAMILY
4 = PERSONAL BUSINESS
5 = OTHER, SPECIFY - Phase I - Reasons for absence never compiled

NAME OF PROJECT Household Management Inc.

TABLE 18. TRAINEE-GRADUATE'S EXPECTATIONS OF TRAINING PROGRAM
7/31/70

Expectations of training program	Phase No. I			Phase No. II			Total		
	No. of trainees			No. of trainees			No. of trainees		
	VS*	S	NS	VS	S	NS	VS	S	NS
Improve known skills	26	13	4	72	21	8	98	34	12
Learn new skills	18	17	6	58	30	4	76	47	10
Self-improvement, including dignity and respect	4	2	2	50	41	6	54	43	8
Better understanding of people				50	26	1	50	26	1
Better paying job				54	15	1	54	15	1
Steady employment				66	32	1	66	32	1
(List other expectations)									
To become self-sufficient	3	2		12	14		15	16	

*VS = Very Satisfied; S = Satisfied; NS = Not Satisfied

NAME OF PROJECT Household Management Inc.

TABLE 21. PLACEMENT: EMPLOYMENT OF GRADUATES AND PLACE OF EMPLOYMENT 6/15/68 - 7/31/70

Phase No.	Graduates			Employment	
	Graduates unemployed	Graduates unknown*	Graduates employed*	Place of employment	No. of graduates
				Ex: Private residence Hospital Day Care center Special nonrecurring job**	
Phase I	7	58	18		10 H.M.I. 8 Elsewhere
Phase II	9	61	47		33 H.M.I. 14 Elsewhere
Total	16	119	65		43 H.M.I. 22 Elsewhere

* Graduates placed and working at end of reporting period.

** Ex.: Parties, luncheons, special cleaning, etc.

* No response to our recent survey of enrollees and graduates

NAME OF PROJECT Household Management Inc.

TABLE 21A. PLACEMENT: WAGES, EMPLOYMENT STATUS, BENEFITS
7/31/70

PHASE NO.	Hourly wages (indicate no. of graduates per category) *				
	Less than $1.60	$1.60 - $1.99	$2.00 - $2.49	$2.50 - $3.00	More than $3.00
I			15	2	1
II			42	3	2
Total			57	5	3

PHASE NO.	Benefits	Employment status (indicate no. of graduates per category) *				
		Full time[1]	Full time[2]	Part-time[3]	Part-time[4]	Live-in
I	Social Security Paid vacation Paid sick leave Paid transportation Paid holidays Time and 1/2 overtime Double time on Sundays Workmen's compensation Other, list	12		6		
II	Social Security Paid vacation Paid sick leave Paid transportation Paid holidays Time and 1/2 overtime Double time on Sundays Workmen's compensation Other, list	30		17		
Total	Social Security Paid vacation Paid sick leave Paid transportation Paid holidays Time and 1/2 overtime Double time on Sundays Workmen's compensation Other, list	42		23		

74

* Information not available for: 58- Phase I
61- Phase II

1 - Works a full week for one employer.
2 - Works a full week for more than one employer.
3 - Works less than a full week for one employer.
4 - Works less than a full week for more than one employer.

NAME OF PROJECT Household Management Inc.

TABLE 22A. PLACEMENT: GRADUATES WHO LEFT FIRST JOB AFTER GRADUATION
6/15/68 - 7/31/70

Reasons for leaving	PHASE NO. I	PHASE NO. II	TOTAL
	No. of graduates for each reason	No. of graduates for each reason	No. of graduates for each reason
Other employment	10	12	22
Illness	11	10	21
Personal problems	13	10	23
Lack of interest	6	8	14
Child care	16	14	30
Relocation	2	3	5
Released by employer	6	8	14
Other, specify			
Unknown	6	18	34
Unrealistic Demands (quit)	3	1	4

NAME OF PROJECT Household Management Inc.

TABLE 24. TRAINEE-GRADUATE'S EXPECTATIONS OF JOB
7/31/70

Expectations of job	PHASE NO. I			PHASE NO. II			TOTAL		
	No. of trainees			No. of trainees			No. of trainees		
	VS*	S	NS	VS	S	NS	VS	S	NS
Better salary and employment benefits	8	13	11	38	56	18	46	69	29
Steady employment **				44	45	21	44	45	21
Better working conditions (employer respect and reasonable work assignments)	24	22	9	50	49	13	74	71	22
Personal satisfaction	5	8	6	24	48	15	29	56	21
(List other expectations)									
To become self-sufficient	1	2		1			2	2	

* VS = Very Satisfied; S = Satisfied; NS = Not Satisfied

** Responses (Phase I) included in "Better working conditions".

NAME OF PROJECT Household Management Inc.

TABLE 28. SUPPORTIVE SERVICES OF FEDERAL, STATE, AND LOCAL AGENCIES
6/15/68 -7/31/70

Agency	Service (describe)
N.Y. State Department of Labor (Division of Employment	Applicant referral, processing for stipends
N.Y.C. Department of Social Service	Applicant referral, supplemental payments to students
Neighborhood Board #4 (Formerly Haryou-Act)	Applicant referral, Provided office space for recruiting out-station. Radio spots for recruiting
Harlem Rehabilitation	Applicant referral
So. Brooklyn C.P.C.	Applicant referral
So. Jamaica C.P.C.	Applicant referral
Tremont Manpower Center	Applicant referral
Lower E. Side Manpower Center	Applicant referral
Brownsville C.P.C.	Applicant referral
Harlem Teams for Self Help	Applicant referral
Harlem Consumers Protection Union	Trainee purchasing Education
Neighborhood Board #1	Applicant referral

CONSULTANT REPORTS

Harry Cohen: licensed High School teacher; former laundry consultant to War Department, Oak Ridge, Tennessee; technical editor for various laundry trade journals, both here and abroad; lecturer - Pace College. Mr. Cohen gave demonstration on fabrics, detergents, water softeners. Instructors felt his material was not basic and definite enough.

Harry Cohen's Report
Both lectures were concerned with general washing problems i.e. over-loading and over-soaping plus specific stains etc.

Hard and soft water were discussed along with softeners.

Detergents of all varieties were explored and discussed. Students showed interest and brought in their own stained table linens as class problems. Students are aware of laundering difficulties, but seemed to need specific help.

The new fabrics such as permanent press and wash and wear were thoroughly investigated.

Question and answer sessions proved profitable.

The following report by Lester T.Berkley is the result of a consultation with Mr. Berkley on Household Management, Inc. Mr. Berkley is an owner of one of the top three cleaning services and has been in this business for over twenty years.

Report of Consultant
Lester T. Berkley
Chambermaids Service Inc. N. Y.

I. General Procedures
  A. Observations
    1. Counseling
      a. Excessive
      b. Duplication of services rendered by other social services.

    2. Training Techniques
      a. Too short a period of training for subjects covered

    3. Staff
      a. Not enough direct supervision
      b. Willing
      c. Overlap job duties

    4. Customer recruitment-policy
      a. Not sufficient follow-ups after cancellations

    5. Technician Recruitment
      a. Insufficient
      b. Lacking in proper methods

    6. Technicians employed
      a. Lack responsibilities

II. Recommendation
  A. Administration
    1. Office Personnel
      a. Reduce staff or restructure for other meaningful responsibilities
      b. Assign work load for Technicians
        1. Schedule work for Technicians
        2. Receive calls from customers and assign accordingly
        3. Charge for services
        4. Post
        5. Figure payroll
        6. File
        7. Evaluate gross weekly business
        8. Interview prospective Technicians
        9. Counsel when and where necessary
    2. Bookkeeper
      a. Reduce present work load and restructure for job analysis
        1. Prepare checks for deposit
        2. Make payroll
        3. Send statements and follow-up
        4. Post all checks to customer ledger sheets
        5. Mail all bills to customers
        6. Accounts payable weekly
    3. Counselors
      a. Review job analysis and apply firmly
      b. Daily conferences
      c. Weekly written reports
    4. Training Program
      a. Extend beyond ten weeks
      b. While in training pupils should receive counseling from their respective teachers only
      c. Reduce number of classes, eliminating those that are to difficult to apply in so short a period of time and keeping those that are practical immediately for the pupil
      d. Strive to fit the needs and interests of the pupils
      e. Re-evaluate teaching techniques so that responsible and understandable basics become the important goals
      f. Aim for more classes of a particular subject - but with smaller cohesive units than exist at present
    5. Recruitment of customers
      a. Direct mail - geographical telephone directory source
      b. Rental agents
      c. Doormen, supers
      d. Special projects
      e. Better public relations with customers
    6. Recruitment of Technicians
      a. Advertise for Technicians
        1. Negro newspapers
        2. Sunday newspapers
        3. From within group
        4. Churches
        5. Special projects
        6. No mention of training in advertisements

7. Technicians on job
Give responsibilities such as:
   1. Reporting to work on time
   2. Calling daily from every job
   3. Coming to office for pay checks
   4. Being clean and well groomed
   5. Earning right to increase in salaries and training
   6. Earning right to uniforms, credit status etc. by their reliability, honesty and hard work
   7. Bring in letters from doctors, welfare etc. when they are presumed to have missed work for those respective reasons

III. Conclusion

Trying to learn too much at one time in class, lectures, counseling, Techniques of cleaning, cooking, learning basic English, and the receipt of excessive written materials etc. will tend to increase rather than diminish frustrations, anxiety, hopelessness, lack of dignity and ultimately additional failure.

All information presented to the recipient for training and employment, in order to have any measure of success should be basic, simple, gradual and meaningful and according to her individual needs and capacities. Furthermore, this program, in order to accomplish these aims and objectives must be extended over a much longer period of training than is presently allowed.

The objective being work and training, the immediate problem having to do with lack of money, it is my suggestion that employment be made available at the onset to be followed by training.

Finally, it is my belief that if an office can be established in the Harlem Community at the very core of this indiginous group, success would be quicker accomplished and for longer lasting duration.

Betty Meredith Jones: movement exploration expert. Gave series of demonstration (5) on motions related to work. Miss Meredith Jones demonstrated the use of body in doing such tasks as lifting, vacuuming, carpet sweeping, etc. She was enthusiastic, sincere and interested in class. Class responded well through whole-hearted participation, questions, etc. Utilized class movements in later lessons, i.e. cleaning and laundering. Instructors felt classes were good.

An Introduction to Movement and Relaxation
in a Course for Trainees in
Household Management, Inc.

This experiment was carried out with the first group of trainees in Household Management June 14th - August 23, 1968; 5 sessions were held.

Movement as a subject is grossly misunderstood. The average person thinks of it in terms of specialized activity such as sports and dance, or exercises, and something which should be forgotten after the age of 30, if not before. Many people do not think about it at all.

The study of movement is a study of human behavior. It can be observed, analyzed and developed and is as important as the intellect in the development of the whole person.

In occupations which demand a great amount of physical action, it is essential that individuals use their bodies efficiently, know how to relax and how to replenish energy expended if they are to avoid fatigue and tension.

With these points in mind movement sessions were introduced as a pilot study to find out how far movement could be a useful adjunct in the training of domestic workers.

The purpose of the sessions was:

(1) To make the trainees aware that human action is movement, a necessary part of life and that by moving efficiently strain and over tiredness can be avoided.

(2) To help them realize the value of relaxation and how to achieve it.

(3) To emphasize the value of good posture for health and what happens when bad habits develop.

(4) To help them relate the above to the patterns and sequences of movement used in cleaning, cooking, and laundry work.

The first session was treated as a general introduction to the subject a kind of How and Why Lecture - demonstration illustrating the ways in which the body moves showing contracts of ease and expiration, what is involved in both, how people differ development of bad habits etc. Much was made of the reason for the value of the work that the trainees were involved in and how fortunate they were compared to people who worked in sedentary occupations.

I left that day feeling that there was genuine interest and that this group would respond.

(2) That since this short introduction was sufficient to be helpful, more could and should be done over a longer period in, at least one hour a week over a period of eight weeks, and that it becomes a recognized part of the training.

(3) The majority were relaxed (sometimes to the point of being flabby) rather than tense. They may have been inwardly anxious at times but I found that this could be broken down by getting down to their level of understanding and making things very clear and simple. Attitudes did change and the whole group fitted in.

(4) Energy needed to be built up
This introduction may have given this group their first experience of the relatedness of work, action, feeling and experiencing with a chance to express their difficulties and feelings naturally with the many problems they face daily in the world outside and in their own homes, this could be a valuable and essential part of their training.

Submitted by
Betty Meredith Jones
Instructor and Movement Therapist.
August 15, 1968.

Bob Daniels: Assistant Training Director for Head Start at New York University. Conducted group motivation session. Will be conducting at least two more. Student reaction and playback excellent. (Attitudes, etc. regarding the employers benefit from having a household worker.) Instructor and counselor reaction excellent.

Summer Group Report on the Club
Meetings With Students From Session I of
The Household Management Training Program.

The purpose of the meetings were designed to provide students with an outlet, and to discuss the areas that they may not feel comfortable in discussing with the regular staff.

Secondly, to provide a channel for feedback and student suggestions to the program. The meetings took the form of informal group discussions with students providing the focus. During the initial phase of these meetings, students were somewhat reluctant to participate primarily because of their lack of knowledge of the purpose of the group, and their natural reservation about the group leader. As the group evolves, the students took a very active part in the group meetings and they looked forward each week to our sessions.

In the four sessions which followed on July 8, 15, 22 and 29, the groups worked actively for most of the hour (with pauses for demonstrations and explanations) and ended with discussions, relating experience etc. and the question of how to help older people was discussed and worked on practically.

The movement was done in sitting and standing and following basic concepts were taken:

(1) Moving in space - ways of extending, contracts of whole body and parts moving. Posture.

(2) Weight support of body - one foot, balance, change.

(3) Bodily exertion - Fitting, pulling, pushing, use of equipment.

(4) Relaxation and swing - Effort and release

(5) Tie up and discussion on value of movement work as they saw it.

The following are some of the remarks made by members of the group:

"I think about how I am doing the work and what my body is doing

"I like it for myself, I need it"

"I think it makes you feel better"

"I found I could do more than I thought I could"

There were also many questions about general health, and from talking with them one felt they were really beginning to think about the reasons for moving. Posture and overweight frequently came up as did diet and food value.

With the exception of 2 or 3, the attitude of the groups was good and everyone seemed glad to be active. I attributed this partly to the realization that they had lost much of this faculty for ease of action and partly to the desire to lose weight. They did become much more aware of themselves in a positive sense.

From my point of view as the Instructor I found and suggest:

(1) They were friendly and responsive both in practical work and discussion and with few exceptions became a really integrated group.

The students expressed earlier in the group that they were very comfortable in doing domestic work. They felt that the pay could be improved along with working conditions in all instances. However, their overall attitude was positive in terms of the work that they were doing.

The students felt that there were certain benefits that they gained from area of work, such as: new ideas about doing things in the home; they were exposed to several new appliances; they felt they learned something about different foods; they felt that they learned how to use their imagination by being exposed to several different homes; and most of all, they learned how to work with different people.

The students reaction to the program as a whole was somewhat questionable. They had very positive feelings to the training aspect of the program.

They felt that they had learned a great deal about things that they felt that they already knew. They felt that they gained a lot of new knowledge and were able to question some of their own methods of doing things. It was brought out that the weakest area of the training aspect was that of child care and care for the aged.

The students were very critical of the field assignments primarily because their job placements were mainly in the area of cleaning. The attitudes that come out of the constant cleaning placement jobs was one of distrust for the entire program. The students began to question whether the Agency could really provide the different jobs that they had been informed of (such as care of the elderly, stork special, grandparents special, etc.) The students further felt that they were being exploited by people who could not really afford a household technician, but was taking the advantage of "cheap labor".

The students were very much concerned about the travel time involved in field assignments as well as the work assignment.

In our final session, several suggestions came from the students in terms of improving this training program if it is to continue. The students felt that incoming students should have an orientation program that spells out the purpose, structures and methods of the training program. Included in this orientation program should be something about the philosophy of Household Management which should constantly be reinforced during the entire ten week training program. It should be made clear about the amount of money students would earn, the benefits of working for an Agency as opposed to private domestic work. Students should know the money they will take home after all deductions are made.

It was felt that the placement should be cut to two weeks. It was suggested that the on the job pay be $2.00 an hour instead of $1.80 an hour. The students felt that the entire training program was a rush, rush affair.

They felt that better planning would permit a lunch hour that belongs to them for whatever purpose they chose, and would not include lectures. They felt that if there were to be group meetings which they felt should have started earlier, there must be ample time allotted.

It was also stressed that if they are to work in the different areas that household management had listed, they should certainly get some experience in each of those areas before graduation. And, I may add, that it would be very beneficial to students if on the first day of the program or during the initial phase they could receive a written schedule of what their ten weeks are to be like so that they can make ample preparations and plan with their families, etc.

I feel that if this program continues, a channel such as these meetings provided, should be an integral part. I feel that it is very important that the leader of such meetings represent or be a member of the ethnic group of the majority of the students.

A STUDY TO DETERMINE THE MARKET FOR

MAID SERVICE

Conducted for

HOUSEHOLD MANAGEMENT, INC.

by

Don Bowdren Associates

MARCH 1970

Analysis of the Market

The Total Market

The total market for Household Management, Inc. is defined as all households located in that part of Manhattan bounded by 96th and Houston Streets, excluding the area east of Third Avenue below 14th Street. Based upon our sampling of the New York Telephone Company's Manhattan Block Directory, 70% of the market is above 34th Street; i.e. 43% in the Upper East Side and 27% in the Upper West Side. The survey estimates that 50% of all adults are between the ages of 25 and 44, and 51% have at least graduated from college. Approximately 60% of the adults are single, widowed, divorced or separated. 52% have household incomes of $12,000 a year or more, and 42% have household incomes of $15,000 or more, annually. 84% rent their homes and three out of four households have no children. One third of all adults profess to have no religious preference.

The Best Prospects

The best prospects for maid service are those current users of maid service. We find that half of the best prospects live in the Upper East Side and over half (52%) are 45 years of age or older. 56% of the best prospects have at least graduated from college and one half (53%) are married and living with their spouses. 3 out of 10 of the best prospect households have two or more persons employed and 72% have family incomes of $15,000 a year or more, and 22% have incomes of $50,000 or more. 25% of the best prospects own their own home and 40% have no religious preference.

The profile of the best prospect households would be described as follows: They are older, wealthier, well educated, are employed, own their own homes, reside in the Upper East Side, are married, and have children residing in the household. They are no religious preference or are Jewish.

Almost 6 out of 10 (58%) best prospects obtained their domestic help through friends' recommendations, or referrals. Only 15% got the help through an agency. If they were to become dissatisfied with their present help 68% would attempt to obtain new help through families' recommendations or referrals and 34% would contact an employment agency. Virtually all current users (97%) would get other domestic help if they became dissatisfied with present help.

Almost all current users (96%) require cleaning from their domestic help, and one half require laundry (55%) and ironing (54%) services. 22% require cooking, 13% require marketing, and 10% require child care. None require either geriatric services or pre and post natal care. About half of the best prospects (49%) require services of seven or fewer hours a week. 22%, however, require services of 20

or more hours a week. Six out of 10 current users (62%) pay less than $2.25 an hour for domestic help and about 9 out of 10 (88%) pay less than $3.00 an hour. Almost 8 out of 10 (78%) state that $15 per half day is too expensive for maid service and $26 per full day (83%) is too expensive.

Only 21% of current users state that they are aware of a government sponsored program to train people in this kind of work, but two out of three state that domestic workers would be better as a result of this training. 44% of the best prospects indicate satisfaction with their current help, but conversely it appears that about half are dissatisfied to some degree with them i.e., 30% indicated that the quality of work could be improved and 12% indicated attendance problems.

The Next Best Prospects

The "next best" prospects for maid service are those former users who do not currently have maid service for a variety of reasons. The distribution of former users parallels the distribution of population, i.e. 68% of former users come from the Upper East Side and the Upper West Side.

57% of former users are between the ages of 25 and 44. The median age of former users is 41.5 years, only two years younger than current users. They are well educated, with 47% having graduated from college; better than 63% are single, widowed, divorced or separated (23.3% are widowed or divorced). 27% of the households have two or more people employed, and 48% have family incomes of $12,000 or more a year. 80% of the households are childless and 85% rent their homes. Basically they either have no religious preference or are Protestant.

30% of these former users discontinued using maid service because it was too expensive or too expensive for the work performed. Some (16%) moved to smaller residences and could handle it themselves.

71% got their help through referral or recommendations and 31%, through maid service agencies. Only 24% attempted to get new domestic help after the former help was discontinued. 61% paid less than $2.25 per hour, and 8 out of 10 (79%) paid less than $3.00 an hour. 63% of former users required only seven or fewer hours a week from their help, and only 13% required help of 20 hours or more. Virtually half of former users (48%) complained about the quality of work accomplished and 26% complained about their attendance record. One half of the former users (55%) would like to have cleaning done, 26% would like to have laundry done, and 24% would like to have ironing done, but feel they cannot get adequate help to do this. 8 out of 10 (79%) state that $15 per half day is too expensive for domestic help and 84% that $26 is too expensive for a full day.

One out of four former users (24%) say that they are aware of a

government sponsored program to train people to do this kind of work and seven out of ten (71%) state that the training would produce better domestic workers.

37% of former users state that they will definitely have domestic help again.

Conclusions to be Drawn from the Data

Prime Prospects

The basic question is" "To whom can you sell maid service?" The answer should be: "To prime prospects." In product research prime prospects are those people who use the product, but do not use your brand. In this instance prime prospects are those persons who are currently using maid service, plus those people who formerly used maid service and who intend to do so in the future.

First of all we know from this study that virtually all current users of maid service would get other domestic help if they became dissatisfied with their present help, and 34% would contact an employment agency at that time.

The prime prospects are older, wealther, own their own homes, reside in the Upper East Side, are married and have children, and have either no religious preference or are Jewish.

Basic Problems in Selling the Market

Household Management, Inc. faces a variety of problems in selling its maid service. The study reveals the following:

Name - The sample of current users of maid service were no more "aware" of the company than they were of those fictitious companies we had made up. Furthermore, the sample of former users of maid service were less "aware" of Household Management, Inc. than they were of the fictitious companies. We would have to conclude that it is a bad name for a company that provides that service, i.e., there is nothing in the name itself that conveys that it provides maid service.

Types of Services

Not one of the current user sample had help to provide geriatric services or pre and post natal care. We would conclude that there is little or no market for these services.

Costs

Household Management's costs are too high for its prime prospects. Only one out of ten current users pay $3.00 or more an hour.

Method of Selling

Since a major proportion of prime prospects state that they feel domestic help trained through the government sponsored program are better workers this must be, if possible, the major theme of any advertising or promotional ventures.

Means of Selling

The New York Times appears to be the best read newspaper. Time magazine is the best read magazine, with almost half of the prime prospects living in the Upper East Side reading it. WQXR and WINS are the most popular AM radio stations among prime prospects and WQXR is the most frequently listened to station among all FM stations. Direct mail should be considered, particularly for those residing in the high-rise apartment and cooperative units.

A Note of Caution

A return of 28.7% of usable questionnaires is not extraordinarily good in mail surveys employing two mailings and an incentive. Generally speaking recovery is based principally upon how interested people are in the subject matter, how literate the population under study is, and how good the mailing list is. The New York population, particularly in the areas we studied, is extremely mobile as evidenced by the number of undeliverables returned to us. Principally, we must conclude that the subject matter was of very little interest to residents.

Since the returns parallel very well the number of questionnaires sent out to each of the four areas studied, we must conclude that what bias might exist due to large non-recovery does not relate to where a person resides. Furthermore, since the four areas studied are quite different one from the other we would conclude that response bias, if any, is equalized across all four areas.

The best way to determine if respondents to a survey properly represent the population under study is to compare the demographic characteristics of the respondents to other known sources. The best comparisons would be with the block and enumeration districts data presently being collected for the 1970 census.

SICILIA associates inc.

Advertising/Public Relations

REPORT ON ADVERTISING AND PUBLIC RELATIONS: HOUSEHOLD MANAGEMENT, INC.

GOALS

Household Management, Inc. had two purposes in its life. One was to change the entire concept that the American has of what has, euphemistically, been called a 'domestic'. The stigma of domestic service that kept unemployed persons from working in a field that needed help, and also keeps wages for those services at sub-standard levels, has to be removed and it was hoped that HMI would aid in so doing.

The second purpose was to create a profitable and continuous service that could train and place workers, while working regularly to alter the attitudes of the employers of household help. Though the long term benefit of the image change was the more important social goal, without the survival of the business function of Household Management, Inc., the long range goal could not be effected.

ADVERTISING

All advertising kept the long range goal in mind. All ads were prepared with the concious thought that both workers and employers would read them and that if they, specifically, did not answer the ads, there still would be some affect on their thinking.

As explained in previous reports, we tested posters, radio and various daily and weekly newspapers in the metropolitan area. The application of advertising to a set audience, no matter how appropriate the readership or the market reached, did not ever work strongly except in areas where such services, whether socially aware or not, had run before. That means that our best results were from the New York Times, the New York News (New York's biggest papers) and the Village Voice (a local community weekly newspaper).

The New York Times, with one of the strongest classified sections in the entire country, is a perenial good puller and turned out to be the only really effective medium to gain clients for Household Management, Inc.'s services.

Our use of radio was very enlightening. We bought AM radio, using a station that had exactly the kind of affluent listener who would need our kind of service. Response was poor. Our attempt to use Black radio for student recruitment also failed. It would seem that a much broader and deeper advertising

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campaign would have to be used to establish the medium itself as an effective way to sell personal services. This, of course, was not possible under the HMI plan so we moved back to the dependability of the New York Times.

As far as recruitment advertising was concerned, The New York News, New York's largest circulation newspaper, again with a strong classified section, was the biggest puller. Second to that, but moderately effective, was the Amsterdam News, a news weekly that is published in Harlem and read almost exclusively in the Black community.

The steady use of local directories and the Yellow Pages developed into a moderately successful source of customers.

PUBLICITY

As seen in previous reports, media reaction to the concept and fact of Household Management's existance, service and concept was very strong. That interest, however, fell off radically after the initial announcements. The news value definitely was there for the opening class and even for the first graduation. The reluctancy by the major national press people to cover the story was based on their waiting for the kind of results in placements, that is the success of the business operation itself. It was obvious for the business editor at the New York Times or magazines like Business Week and Fortune to wait for dollar amounts to gauge the success of the project. We were never able to give them that. Even the Wall Street Journal, which covered us very nicely at the beginning, waited for the business success of Household Management to base its follow up.

From the social point of view, or more practically, the women's page editor's point of view, the change of attitude, the sweeping alteration of the housewife's thoughts and feelings toward the person who cleaned her house, could only have come if the company itself were doing a big volume of training and placement. Again, since those figures were not substantial, the follow up stories were few. We were covered in the general stories on household services that happened, and that we caused to happen over that period of time. We were nicely covered in a feature story in New York Magazine.

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SPECIAL PROJECTS

There were a number of special projects executed over the course of the HMI operation. It was thought that because of the value of our purposes, we would get press attention for all of our projects. We learned from the first one that each project had to stand on its own. More care was then given to make the projects press worthy and we were somewhat successful in getting attention to the HMI center through them.

Community working of these projects, that is a people-to-people level, as well as posters, local community word of mouth, and good phone work by the HMI staffers made production of these projects profitable expenditures of time and money for the company. Such a successful project was the painting exhibition by grammar school children.

CONCLUSION

Household Management, Inc., as a company, is still a profitable commodity. However, the momentum of the business is directly proportional to the momentum of the publicity and public relations results for the dollars spent on it. The more people involved in the project in any way, the more people will want to hear about it, and the more press people will cover it.

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420 LEXINGTON AVENUE. NEW YORK 10017 · 212 MU 6-0262

STAFF PAPERS

Problems and Considerations of the Foods Teacher in Selecting Classroom Materials for Low-Reading Adult Students Attending a Poverty Program. - Mary Louise Bopp

The causes of illiteracy are many and varied. It is important for teachers to recognize that illiteracy is not a disgrace, nor does it necessarily indicate a low intelligence. In many instances, when these undereducated adults were children, no schools were available to them. Others had to leave school and go to work at an early age for family survival. Others faced unhappy school experiences, which resulted in low achievement and early drop out. Still others led the life of migratory workers, never staying in one community long enough for a worthwhile school experience. The fact must also be faced that some have limited ability to learn academic subjects. By the time the adult turns up in these classes, the possibility of changing this incapacity is limited, no matter what the teacher does.

Household Management, Inc., as a goverment funded project offers a five week training program for American women of all ages and backgrounds to become Household Technicians. The purpose is to upgrade household employment standards and provide many worthwhile opportunities for applicants in household management.

Classroom instruction will feature food preparation and service, the most modern techniques of cleaning, laundry, and ironing. For self improvement enrollees will be taught health care, grooming, and the essentials for job success.

Adult Basic Education, "A Guide For Teachers and Teacher Trainers"

The student attending Household Management is generally in the welfare or very-low income bracket; the median age ranges from 35-45 years. Previous experience consists of unskilled labor in factories, daywork, or none. In their earlier years some may have worked as field hands, but few have had any experience with the world of work as we know it. They are unfamiliar with work methods and procedures, such as the issuing of checks, buying on credit at a legitimate department store, budgeting their own food money. Life is lived for the here and now.

In addition they are culturally deprived to the extent that their eating and food buying habits are regional and extend only to the variety of foods encountered during their early life in the South (principally North Carolina, South Carolina, Georgia, Alabama and Florida). These food habits and customs are carried right along with them into the large northern city ghettos. Even a second generation black student (who has been born in the North) retains and clings to the foods which she knows.

The economic status of the student has also forced retention of certain food habits, likes and dislikes. She does like cornbread, chicken (mostly fried) and either likes or rejects pork completely. The rejection is probably a extension of her feelings about chitterlings. She likes macaroni and potato salad and hot breads such as biscuits.

Few recipes that she uses have ever been written down, for three reasons. Number one, she knows the recipes very well, having had them passed down to her by her mother, aunt or grandmother; secondly, there are not that many in her repertory; thirdly, she cannot write that well and prefers to remember them.

Her education level on paper, may be recorded as 8th grade. The students range in schooling from third grade to high school. An average reading level of the 120 students we have trained would fall at the 6th grade level, but we are constantly having to consider the 4th grade also

Her reason for attending the program may extend from a fear of the case worker who has suggested that she attend a training program. Or, if she has read the HMI advertisement in the Daily News, she feels that perhaps she will be able to depend on a regular salary and can then obtain the necessities and niceties on her own. The latter student is naturally more highly motivated than the first.

The student who is not on welfare is still very poor with very little prospect of saving for the future or old age. Immediacy is the key-word. She is used to being paid, if she is a former sometime domestic, in cash, with no social security paid or witheld. In fact, some of the ladies are not even aware that social security and income taxes apply to them.

Insecurity, poverty, frequent brushes with the law, sickness, fear, and children on drugs are all causes of the emotional learning blocks which are built into the students personality and carry over into the classroom and disturb learning. The teacher must realize what has happened and will be happening to her students before and after they leave class. In speaking she must enunciate clearly, use simple words and direction, and if possible, be dramatic. It is almost as though you were explaining something to a foreigner.

The staff takes note of the students who carry reading materials. If any do, the paper will be the Daily News, a black magazine similiar to True, and Jet, a small black news magazine.

Two students so far have owned cookbooks. In both cases they were better readers. But none have volunteered the information that they found a good recipe in the Daily News or Family Circle or Woman's Day. I mention these magazines because they are more readily available to our students than women's magazines such as Mc Calls or Ladies Home Journal.

At the beginning of the course, we give the students a reading test compiled by Dr. Wm. Reiner of Hunter College. The words used in the test are relevant to the students' every day life and associations: for instance, social security number, telephone, dollars, traffic, fire department. The resulting scores give us an idea of an appropriate starting point for the class.

One of the problems in vocabulary building is word meaning and familiarity. This refers back to the background limitations previously mentioned. Common words which we use, such as whisk, blendor, grater, pastry blender, spatula,

strainer, measuring cup, are unknown quantities as well as unknown words to most of our students. Since concepts are difficult to teach, we concentrate on realities. Prior to every lesson we go over the equipment that will be used as well as the foods. The words are written on the board and the objects displayed and discussed. Students are encouraged to create their own dishes and menus or recipes utilizing the words and objects.

As mentioned previously, concepts are difficult. Through all of the courses we endeavor to give the student a sense of organization. In the cleaning of a room, we emphasize starting at the top of the room and working down. So in a recipe or directions on a detergent or "mix" box we underline starting at the top or we frequently ask "What is the first thing we do". In discussing menus, we say, "What is the first thing you eat", "Progress from top to bottom". If this were not said time and time again the student, when asked to write a menu, would likely as not, start off with her favorite food.

The foods course is taught in the same way; menu planning is first, then appetizers, soups, meats, vegetables, salads, desserts and beverages. Tea breads and hot breads are taught with desserts. But this progression works on the "first things first" theory.

We must realize first, that the students are not used to reading and in the main, reject it. They have been able to get by without reading, so they avoid it and guess. As you can imagine their percentage of correct guesses is not very high. Just as high as their success at picking the "numbers".

Furthermore they have been plagued by failures and rejections for most of their lives so this (failure with words), is simply another rejection... "Why try? Just sit back and don't answer, then I won't be wrong, and nobody will laugh at me". This is undoubtably an attitude taken by many students many times during a reading and discussion lesson. Reading a simple recipe is sometimes a slow painful experience.

In order to foster confidence and success we do not push too much self-reliance in the food research area for the first week. By this we mean, looking up recipes or initiating food preparation. The teacher encourages simple preparations i.e. muffins, biscuits, which has been carefully planned out much as any teacher would in Junior or Senior High School. Food skills are tried out along with enjoyment of the finished product. After there have been several successes in simple preparation, the teacher now guides students toward recipes on their own.

This involves a great deal of personal attention on the part of the teachers. Two teachers plus myself assist in this area. We work on a one-to-one basis at this point.

The Family Circle Cook Book is a reasonably sound book for this type of student. The pictures are good without being intimidating. The student will not be discouraged before she starts the project. Many women's magazines, and some cook books present overly elaborate settings and highly styled food. To the student, the project now becomes unrealistic. She is unable to relate to the food and its preparation. We must understand that

this student has seldom if ever seen food pictures, never seen the food, and is totally unfamiliar with the proposed preparation. It's the story of her life... she can't do it, so why try.

Demonstrations must be simple and clear, then quickly reinforced with participation. A past cake lesson illustrates this point. The students were presented with a demonstration on the care and use of the electric mixer. A cake mix was employed for the demonstration. Box directions were read and explained and demonstrated. A yellow cake was used.

Cake mixes were distributed for use by the students. One pair received an angel food cake mix. Not taking time to read directions (since this was much too challenging) the student, relying on instinct, and the former demonstration, placed all ingredients in the bowl. She was preparing to turn on the electric mixer when one of the instructors chanced to see the mistake.

What was wrong here? First, the demonstration had been performed with a yellow cake mix in which the contents, water and eggs were all placed at once in the bowl. Secondly, the student had probably never eaten an angel food cake, if she had, she was certainly not aware that beaten egg whites are the starting and principle ingredient of the cake. Third, the non-reader was not reading. She didn't fail, we did. Basically the lesson failed because the student could not and did not attempt to read the directions on the cake-mix box.

This may happen to many of us, good readers though we be. How many times have one of us struggled to open a cracker or cereal box only to find, after a bit of reading, that a narrow, red, obvious cellophane tape, if pulled, would have allowed easy opening.

We allowed the student to finish the cake she started. Then repeated the process, following the correct method by reading the directions.

Reasons for recreating the lesson were several; first, by allowing the student to continue using the wrong methods, we finished with an undesireable product which told a story in itself. Second, by starting a second time and following through with the correct methods and consequently ending with a good product, we reinforced the importance of the reading and the correct procedures. Third, the student overcame a failure cycle with a success cycle.

We are constantly looking for more materials which will be suitable for the students and can be obtained in quantity. The class must be considered as a whole. Up to this point, we have discussed only the very poor reader. However, we do have students who read at an eighth grade level and enjoy the process. These we encourage, by loaning suitable cook books. In the general class distribution however, we must give everyone all the materials, whether they are able to read them or not. There is a psychological need not to be left out.

Many of us are constantly bombarded with nuisance mail. We attend conventions and receive bags and bags of material. And unless we are very conscientious,

most of the material may end up in the hotel wastebasket before we leave the scene. Our students have never been surfeited with this type of material, and so they relish each and every scrap of printed paper, whether they can read it or not. We provide them with government issued loose leaf notebooks in which they are encouraged to write and keep papers.

One of the first and most important questions asked by teachers in this area is,"what material shall I use?" This means of course, that they really don't know their students or the proper material. We evaluate all of our material. Presently we have contact with over 150 companies sending out classroom material. Some of the material we are presently using is not, in many cases, suitable. We have developed some of our own, but time does not permit as much research and development as we would like.

In order to evaluate consistently we use a revised list of criteria from "Motivating the Slow Learner". They are divided into General and Specific. Further on I have evaluated specifically Teaching Aid hand-outs.

CRITERIA-GENERAL

1. Interest level of the printed material should appeal to the student.
2. Printed material should not be labeled as to grade.
3. The physical appearance should be appealing and suitable for adults.
4. Materials should be arranged in order to conform with the principles of good teaching, e.g. illustrations, summations, repetitions, possibilities from testing.
5. Materials should be relevant to subjects taught.

CRITERIA-SPECIFIC

1. Sentences should range in length from ten to fifteen words. Structure of sentence should be simple; subject, verb, predicate.
2. There should be a minimum of dependent clauses and compound sentences, although the undereducated adult student grasps the compound sentence more readily than sentences containing which, that, therefore, because.
3. Verbs should be in the present. The undereducated adult lives in the present and sees experience as existing in the present. Material with strong verbs is desirable. Strong motion words put action and reality into the prose. Variations of the verb to be should be avoided.
4. Hard words should be avoided. Generally words with many affixes should be avoided as they present a generalized concept.
5. Contractions and dialect should be avoided.
6. Conjunctions should be avoided. The student has difficulty with such words as because, therefore, and if, which require mental leaps backward and forward. For example, when the word "therefore" appears, he must somehow bring to the forefront of his mind a previous idea in an earlier sentence. Because of the mental hurdle, he gives up. He can manage time words such as then, and when, but there should not be too many.
7. Utilization of conversation style is good. Because speech is an easier form of communication than the written; reading material is better if prepared in "speech" English.

8. Personal reference is advisable. As a rough measure, copy becomes readable if it contains eight to ten personal references, (nouns, pronouns, father, mother, son). Research indicates that personal references humanize the text. This type of student does not think in abstract terms, so the personalization of texts or material does more than anything else to make it readable.

CRITERIA DEVELOPED BY STAFF AT HMI

1. Type should be large and easily read.
2. Pages should be laid out simply with frequent, but not distracting illustrations.
3. Color is desirable, not to much in printing, particularly when intersperced with black.
4. Recipes should contain limited ingredients. They should be listed by themselves, and not placed in the body of the copy.
5. Any unusual foods and impliments should be shown and explained.
6. Material should be integrated, illustrations should show persons of different races. If we are to entice the non-reader, we must use any device which will enable him to relate better.
7. Use as few technical words as possible. Explain in simple words and uncomplicated concepts.
8. Photographs and realistic drawings are preferable to abstracts.

EXAMPLES OF ORIGINAL COPY AND REVISIONS

* "Answers to often asked questions about eggs"

Original
Are Eggs Always Wholesome
Cracks in eggs permit entry of bacteria that are ordinarily stopped by the shell membrane. Once inside, bacteria can thrive in the egg meat. If eaten raw or partially cooked, such eggs may cause illness. Cracked or checked eggs should be used at once and only in foods that are thoroughly cooked.

Rewritten for use by under-educated adults
Are Eggs Always Good
Cracks in eggs let in bacteria that are usually stopped by the shell. Inside the egg shell, the bacteria live on the yoke and the white. If you or your family eat these eggs, they may become ill. Cracked eggs must be eaten right away. Use them in foods which are cooked, such as custards, scrambled eggs, cakes, cooked puddings and cookies.

* "A Guide to Portable Appliances"

Original
When buying portable appliances, you will want to select appliances that will provide the greatest satisfaction for the money you spend. Keep in mind exactly what the appliance can do, its versatility, its specific features and its limitations. Here are some basic factors to consider when buying a portable appliance.

Revision
When you buy a portable appliance, select the most for your money. Think what it can do for you. A toaster toasts bread. What else can it do. A toaster might toast Corn Muffins too. One appliance cannot do everything. If the advertising says that the appliance does many things, it may not do well what you want it to do. Here are some things to think about when you buy a portable appliance.

Teaching the culturally deprived is a satisfying and rewarding experience. Home Economist should look to this field as a part of enlarging their vocational experiences. It requires good teaching skills and experience; good demonstration skills, imagination and creativity with relation to development of materials and approaches; research into the type of student the Home Economist is teaching, her background, basic problems, etc. and an understanding of this student. In addition she should have a sincere desire to help, and unlimited patience.

The students, in return will give the teacher much joy and love as recompence. Motivating and teaching becomes a well-beloved challenge for the teacher, to watch the face of a student light up at the sight of her own well-turned pie shell is reward unlimited. A success cycle has occured; perhaps a learning corner has been turned. Perhaps, the Home Economics teacher has made the turning possible.

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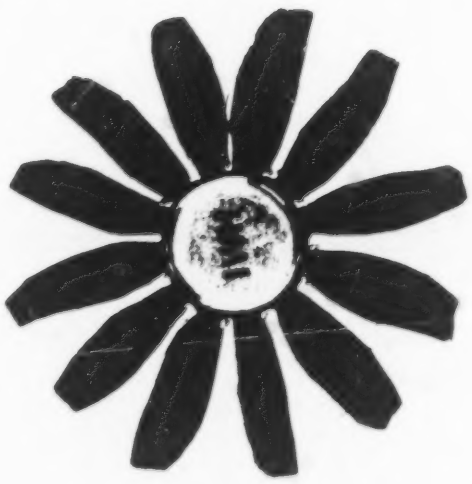
HOUSEHOLD MANAGEMENT INC.
131 East 23rd St., 254-4820



A

STUDENT HANDBOOK

Welcome to Household Management, Inc.

Our task is threefold: First: to develop skilled professional Household Technicians Second: to provide jobs at wages and work-conditions that give dignity to the employee and encourage pride. And, Third: to change the attitude of employers and workers in the household field.

Reaching Household Management

Household Management is located on the corner of Lexington Avenue and Twenty third Street on the 6th Floor. Both the Lexington Avenue Local subway and the BMT local EE or RR stop at 23rd Street and are within easy walking distance of our offices. There is also a crosstown bus on Twenty third Street which stops in front of Household Management, Inc.

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Staff at Household Management, Inc.

Director	Edward M. Blackoff
Assistant Director	Roberta E. Gottlieb
Assistant Director	Mary L. Bopp
Teachers	Barbara Wilson
Counselor/Job Developers	Abby L. Crowder L. James Wilson
Resident Technicians	Frances Jackson Bernice Gouse
Bookkeeper	Julia Chow Young
Secretary	Diane C. Boyd De Lyse Joseph

1. Getting the Job

In order to join Household Management's Training program, it is necessary that you

a. have two interviews with Household Management, Inc. staff members.

b. have a doctor fill out the form that will be given to you. This must be completed before you begin training.

c. have a chest X-Ray. This can be done free of charge at your local health station. This also must be done before you can begin training.

2. The Training Cycle

a. In Class

Training classes last for 5 weeks. Students arrive at 8:30 a.m. and

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What you can expect of Household Management, Inc.

- Opportunities for self improvement
- Consistent employment
- Equitable compensation
- Counseling
- Good working conditions
- Benefits
- Effective communications
- The open door policy

leave at 3:00 p.m. every day, Monday through Friday. A coffee break and a lunch break are given. Students study cooking, cleaning, laundry, ironing, economics of the household and personal grooming.

The training period is interesting and stimulating. New friends are made and ideas exchanged. There are lectures, demonstrations and field trips to exciting places around New York. Full course meals are planned, prepared and eaten. Trainee Technicians concentrate on personal care and good grooming to gain confidence and poise as well as the professional skills necessary for

H

What Household Management, Inc, expects of you

- Loyalty
- Faith in management
- Good work habits
- Pride in the work

employment as a Household Technician.

Student-Technicians are evaluated by means of written tests and skill performance tests.

Uniforms are provided to all student and graduate Technicians at no charge.

b. Counseling

Each student Technician is assigned to one of our four counselors. At the beginning of each training cycle counseling sessions are formally arranged so counselors and student Technicians may meet each other. However, most of the time there is no need to make appointments as the counselors are available as needed,

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Basic Beliefs of Household Management.

- Respect for the individual
- Best customer service
- Pursuit of excellence

to answer questions and assist in solving problems.

Students unable to attend class MUST call their counselor before 9:00 a.m. on the day of their absence.

c. Training Allowance

The New York State Department of Labor makes training allowances available for women who enroll in Household Managements program. Only the Labor Department is able to determine eligibility.

Each student is interviewed by a representative from the Labor Department and notified if she will receive a stipend and what the amount is to be. Amounts generally range from $30 - $45

At the end of one year's employment full time Technicians receive a 2 week paid vacation.

Postscript

Every attempt is made to make employment with Household Management a pleasant and profitable experience for all. The staff is interested in hearing all complaints and suggestions as Household Management, Inc.'s main purpose is to better the working conditions of our Technicians enabling them to achieve a high level of excellence on their jobs.

per week.

Technicians who receive training allowance fill out a form each Friday in class which is sent by messenger to the Labor Department. Training allowance checks are always at least one week behind and it takes about three weeks until the first check comes. Students who have unexcused absences (determined by the counselor) or excessive latenesses are not paid for the days in question.

d. Required work credits

Before graduation each technician must earn a minimum of two working credits. This is done by working two-four hour periods during the 5 week training cycle. The

Household Management covers its Technicians with Unemployment Insurance, Disability Insurance and Compensation Insurance.

Hospitalization is also provided for each Technician who desires it. If family coverage is desired the Technician pays the difference between the individual policy and the family coverage.

Each Technician who works full time is paid for the following seven holidays:

New Year's Day

Washington's Birthday

Memorial Day

July 4th

Labor Day

Thanksgiving Day

Christmas

work may be done after school or on Saturdays as the Technician chooses. A qualifying test must be passed before work assignments are given. Rate of pay for student Technicians is $2. an hour.

e. Internship

There is a two week Internship period which begins immediately after the formal five week training cycle. During this period Technicians work part time and attend classes the rest of the time. This allows a period of adjustment between training and full time work. The time in class is devoted to discussing job experiences and to special areas of learning, such as sewing, which could not be covered during the 5 weeks.

b. Salary

Salary for a 40 hour full week's work is $95.00. Technicians are paid $16. for the first day they work, $17 for the second day, $18 for the third, $21 for the fourth and $23 for the fifth.

Carfare is included in the salary.

Technicians who do not work are not paid.

c. Taxes

It is important to remember that the figures given for salaries are before Taxes are deducted. Federal, State and City Taxes are taken out of salary.

d. Benefits

A deduction from salary is taken for Social Security which Household Management matches.

$95.00 Base Salary

No of Depend.	F.I.C.A.	F.I.T.		S.I.T.	C.I.T.	Total deduction		Take home	
		Single	Married			Single	Married	Single	Married
		$16.80	$15.00	$2.20	$0.50	$24.06	$22.26	$70.94	$72.74
0	$4.56								
1	4.56	13.90	12.40	1.70	.45	20.61	19.11	74.39	75.89
2	4.56	11.30	9.90	1.20	.35	17.41	16.01	77.59	78.99
3	4.56	8.80	7.40	.80	.25	14.41	13.01	80.59	81.99
4	4.56	6.20	5.40	.50	.20	11.46	10.66	83.54	84.34
5	4.56	3.70	3.40	.10	.10	8.46	8.16	86.54	86.84
6	4.56	1.50	1.50	-	.05	6.11	6.11	88.89	88.89

Rate of pay for Intern Technicians is $2 an hour.

<u>At the completion of internship full time, guaranteed, employment is begun</u>.

f. <u>Graduation</u>

Upon graduation, each Technician receives a pin, a diploma and an official identification card. Employment for Household Management, Inc. begins at once.

g. <u>Graduation with honors</u>

Student Technicians who complete the course with a perfect attendance record or who in some way make an unusual contribution to the class are graduated with honors.

There are no lay-offs at Household Management. If a Technician wishes she may apply for a leave of absence. Employment with a company allows one to apply for credit cards and loans. Household Management, Inc, will always provide you with a reference.

a. Technicians are paid by check. The work week starts Monday and ends Friday. Pay checks are written on Monday for the previous week's work. Since checks sometimes go astray in the mail, it is preferred that Technicians pick up their checks. It is possible, however,to request that pay checks be mailed on Monday. In this case, at least three days must be allowed for delivery.

3. Working After Training

1. Working conditions

When the Technician has completed the course work and passed the final examination, and received her diploma, she begins working full time. Each day she is called by a staff member to be given her assignment for the next day. The jobs may take place in different homes and apartments in New York City. Every effort is made to assign a Technician to as few different homes as possible within a reasonable distance of her own home.

On a full day, eight hours assignment the client provides lunch, a half hour lunch break and a fifteen minute rest break in

the middle of the afternoon.

On a half day, four hour, assignment a fifteen minute break is given after two hours of work.

Technician unable to report to work MUST call the office before 9:00 a.m.

All arrangements for jobs and assignments are made through Household Management and not directly between client and Technician. Technicians and clients should make their requests known to the office staff.

Staff members handle any complaints that may arise. Technicians are to call the office immediately should a problem or unpleasant situation occur on the job.

The Householder

Issue #9
April-May

By HOUSEHOLD MANAGEMENT INC.- 131 E. 23 St. N.Y. NY 10010 - 212 254 4820

$ + Dignity MINIMUM WAGE Upgrading

OUR BILL (# 1332) IS STILL IN THE COMMITTEE ON LABOR FOR THE ASSEMBLY AND WE ARE CONTINUING OUR EFFORTS TO GET IT OUT OF COMMITTEE AND ON THE FLOOR SO IT CAN BE PASSED. In addition to Assemblyman Mark Southall who proposed the bill, we have positive commitments from Assemblymen Joseph Dowd (52nd District), William Passannante (63rd), Charles Rangel (72nd) and Edward Stevenson (78th) who is on the actual Committee on Labor. State Senators Basil Paterson (27th), Robert Garcia (29th) and Manfred Ohrenstein(25th). Senator Paterson has been nominated by the Democratic and Liberal Parties for the Lt. Governor's position. Assemblyman Passannante and Senator Ohrenstein are working with the members of our Committee from the Hudson Guild.

OUR COMMITTEE IS NO LONGER THE N.Y.C. COMMITTEE TO IMPROVE THE STATUS OF THE HOUSEHOLD EMPLOYEE. IN ADDITION TO 40 ORGANIZATIONS (COMMUNITY, CHURCHES, SOCIAL AND POLITICAL) WE HAVE NOW 115 ORGANIZATIONS IN LONG ISLAND AND UPSTATE NEW YORK. WE GO FROM MONTAUK (THE OUTER MOST TIP OF LONG ISLAND TO THE WATER OF NIAGRA FALLS. WE ARE NOW THE NEW YORK STATE COMMITTEE TO IMPROVE HOUSEHOLD EMPLOYMENT. WE ARE NOT JUST A NAME BUT A REALITY. IT WILL TAKE ALL OF OUR EFFORTS TO DO THE JOB THAT WE HAVE SET FOR OURSELVES. WE WILL NEED ALL OF THE SUPPORT THAT YOU CAN GIVE TO US TO HELP THE OVER 80,000 LADIES IN THIS FIELD IN THIS STATE.

Our most effective way to get our Bill out of the Committee is by getting the support of Majority Leader John Kingston of Mineola, Minority Leader Stanley Steingut of Brooklyn and Speaker Perry Duryea of Montauk. All of them may be reached at the New York State Assembly, Albany, N.Y. 12225. Our Committee has been in touch with them but will need assistance from you.The Chairman of the actual Committee on Labor is Frederick Warder of Genva and may be reached at the same Assembly address.
Other members of the Committee on Labor are: Gregory Pope(Lockport), James Emery(Genesco), Frank Carroll(Rochester), Frank Boland(Binghamton), Leonard Bersani(Syracuse), William Sears (Woodgate), Glenn Harris(Canada Lake), Andrew Ryan(Plattsburgh),Fred Field (Newtonville),Alvin Suchin(Dobbs Ferry),Manuel Ramos(Bronx),Frank Rossetti(Manhattan), Edward Amann (Staten Island), Herbert Miller (Queens) and Martin Ginsberg(Hicksville). They also can be reached at the Assembly address.

If you know any organizations in the areas of the representatives listed above that might be interested in becoming active members of our State Committee on Household Employment, please send us the name and address of the organization along with the name of a responsible member.
OUR COMMITTEE WILL NEED YOUR CONTINUED SUPPORT, DIRECTION, INFORMATION AND EFFORTS IF WE ARE TO ACHIEVE OUR GOAL TO UPGRADE, DIGNIFY AND BRING STABILITY TO HOUSEHOLD EMPLOYMENT.

Birthdays

APRIL will bring Birthdays to:

SALOME HOWARD	2nd
LINDA ODOMS	3rd
BEALAH SLOAN	15th
OPHELIA RICHBERG	17th
JEAN FERGUSON	20th
CAROL COONEY	26th

In MAY it will be:

ABBY CROWDER	2nd
LUCILLE LEWIS	15th
ELLEN FELTON	20th
GLORIA PUGH	24th
FRANCES O'KELLY	25th

CARDS FOR THEM MAY BE SENT TO THE MAIN OFFICE LOCATION. We will forward them to the right person in case you have forgotten their home address.

Didya Know ?

IT MAKES GOOD SENSE TO GET ON THE MAILING LIST OF 'BLACK DOLLARS AND SENSE'. This is a very, very good publication of the Harlem Consumer Protection Union. All that you have to do it to send your name and address to them at 179 West 137th Street N.Y. NY 10030.
The paper has articles about:
1-Labels(what they do and DON'T mean)
2-Federal and other programs to aid the Consumer
3-SPECIFIC companies that are not reliable
4-laws concerning purchasing

FOR FAST AND EFFECTIVE ACTION ON ANY CONSUMER COMPLAINT CALL THEM AT
286 1100 Ext. 35
(You don't even have to say that you know us to get good service)

MATTHEW HENSON, a Soul Brother, was the member of the Admiral Peary party that actually placed the Stars and Stripes on the NORTH POLE.

In November 1969 the U.S. Dept. of Labor eased restrictions on the importation or foreign household help

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HAPPY ANNIVERSARY

THE PARTY TO CELEBRATE THE START OF OUR THIRD YEAR WAS A GREAT SUCCESS DUE TO THE EFFORTS OF OUR TECHNICIAN COMMITTEE THAT WAS COCHAIRED BY FIELD SUPERVISORS JOSEPHINE BOND & BERNICE GOUSE. Members of the Committee were:
Jean Ferguson, Viola Chandler, Doris Mc Neil, Emma Miller, Lillian Riley, Eleanor Stork, Mary Jones, Rosabud Whetsrone, Lois Hamilton, Vinnie Thurmond, Edith Tribble, Willa Sellers and Frances Corneilissen.
EVERYONE WHO CAME ENJOYED THEMSELVES because Party Preparations are one of our strongest suits.
THE NEXT PARTY WILL BE ON.....
MAKE YOUR RESERVATION NOW.
Mr. and Mrs. Thomas Collins (Customers) also came and enjoyed themselves.

Still Growing

The ranks of our excellent TECHNICIANS were joined on March 20th by one of the best graduating classes we have had.

GRADUATES WERE:
VIOLA CHANDLER, SAMMIE COLEMAN, JULIA DOMINGUEZ, ELLEN FELTON, JEAN FERGUSON, JENNY GONZALEZ, PREZALVIA GOODSON, LOIS HAMILTON, SALOME HOWARD, MARY JONES, FRANCES LASTIQUE, LUCILLE LEWIS, DORIS MC NEIL, EMMA MILLER, LILLIAN RILEY, ELEANOR STORK and MARY TRIBBLE.

Field Trips

COMMENTS ON THE VISIT TO THE HOME OF PRESIDENT THEODORE ROOSEVELT

There were many pictures of him in the different uniforms from the Cuban War. I greatly admire a picture with 4 or 5 Negro Men in uniform with him. PHILLIPPA SCHJANG

It was very exciting to see and to touch the chair that he used as the President and the desk that he used when he was the Asst. Secretary of the Navy under President McKinley
CELESTINE CLAY

The feeling that I had was like stepping into another world. It was as though I was about to see a member of the family.
MARGARET MURPHY

The pictures, gas lights, antique furniture, draperies and sitting room were very beautiful. The room that interested me the most was the room where he was born.
MADELINE HORNE

SUE ALSTON is recovering from an injury.

MARY JONES delivered a baby for a neighbor on the steps in her building.

JULIA CHOW YOUNG took a trip home to Trinidad on a well deserved vacation.

Our New Class Starts May 4th

COLLEGE for Your Child

SEEK is a N.Y. State Program to help High School Seniors and Graduates enter the City University if they lack the Grades and (or) the money. IF YOUR CHILD HAS RECEIVED ANY HIGH SCHOOL DIPLOMA (ACADEMIC, GENERAL, COMMERCIAL, VOCATIONAL OR EQUIVALENCY) WITHIN THE PAST 10 YEARS HE (SHE) MAY BE ELIGIBLE. DO NOT ASSUME THAT THEY ARE NOT ELIGIBLE BUT APPLY. Let the program make the decision!

If your child is admitted to the SEEK Program and meets the entrance requirements for City University, he will be admitted to City University.

ALL SEEK students get FREE BOOKS AND FREE TUITION. DEPENDING ON NEED, THEY MAY BE ELIGIBLE TO GET UP TO $50 PER WEEK!!!!!!

Students in the SEEK Program get 5 years in which to complete 4 years of college work. In most ways this program is better than a scholarship.

APPLICATIONS FOR SEEK MAY BE GOTTEN FROM YOUR HIGH SCHOOL GUIDANCE CONSELOR OR FROM THE URBAN CENTER IN YOUR COMMUNITY. IF YOU ARE NOT ABLE TO SECURE ONE FROM EITHER SOURCE, GET IN TOUCH WITH TEDDY FOY, ASST. DIRECTOR AT 254 4820.

FOUR YEAR COLLEGES IN THE CITY UNIVERSITY SYSTEM ARE:
York College (Queens)
Queens College (Queens)
Hunter College (The Bronx and Manhattan)
City College (Manhattan)
Lehman College (Manhattan)
Brooklyn College (Brooklyn)

TWO YEAR COLLEGES IN THE CITY UNIVERSITY SYSTEM ARE:
Queensboro Community College
The Bronx Community College
Manhattan Community College
N.Y.C. Community College
Kingsborough Community College
Staten Island Community College

IF YOUR CHILD IS IN THE 8th YEAR APPLY FOR THE COLLEGE BOUND PROGRAM NOW!!!!!!!!!!!!!!!!!!!!!!!!!

Graduates of this Program will be AUTOMATICALLY ADMITTED to one of the 40 participating Colleges. At least 24 High Schools have this program. Check with the Guidance Counselor that is responsible for the 8th Grade for the name of the High School that is taking part in the program.
D O I T N O W ! ! ! ! ! ! !

IF YOU HAVE A CHILD IN THE 7th GRADE AND WOULD LIKE TO TAKE OUT SOME COLLEGE INSURANCE WITH NO COST TO YOU:

1-Place a circle around the month of SEPTEMBER
2-In September GET AN APPLICATION for THE INDEPENDENT SCHOOLS TALENT SEARCH PROGRAM from the Counseler at the school

This Program places 8th and 9th grade Graduates in very highly rated and selective Private Prep Boarding Schools. This will insure a good college preparation for your child. COMPLETE FINANCIAL AID IS GIVEN FOR ROOM, BOARD AND TUITION. THE VALUE IS $2,500.

Private Prep Schools have better teachers and smaller classes so that the student learns more and is given more individual attention than is given in the crowded Public Schools.

COLLEGE HAS TO BE PLANNED VERY EARLY IN THE LIFE OF YOUR CHILD AND NOT IN JUNE OF HIS SENIOR YEAR. PLAN IN TERMS OF SPECIFICS NOW. FILL OUT APPLICATIONS FOR ALL KNOWN PROGRAMS AS SOON AS IT IS POSSIBLE.

If your child is in the 11th or the 12th Grade they can take the SCHOLASTIC APTITUDE TEST in MAY. IT IS WORTH THE INVESTMENT ON THE PART OF ANY PARENT. TOO MUCH IS INVOLVED AND SO MUCH CAN BE LOST IF A CHILD DOES NOT HAVE ANY GRADES TO SEND TO COLLEGE.

HAVE YOUR CHILD TAKE OVER ANY SUBJECTS THAT THEY MAY HAVE NOT PASSED IN SUMMER SCHOOL!!!!!

Neighborhood Board No. 4 Inc.

A STRONG COMMUNITY ORGANIZATION
DEDICATED TO SERVICE

PELHAM H. FRITZ
PRESIDENT
ROBERT L. HAGGINS
DIRECTOR

2230 8TH AVENUE
NEW YORK, 10027
666-6920
666-6922

April 10, 1970

Household Management Inc.
131 East 23rd Street
New York, New York

Dear Mr. Foy:

I should like to take this opportunity to once again thank you for the extended tour and the delicious luncheon at Household Management.

May I say that after having visited the program several times and making an evaluation, in terms of recommending ladies from my community, I was pleased and impressed with the high standards of your Organization. I must congratulate you, your colleagues and the participating students who have done so much to bring about the success of your program and I hope your success will continue to grow. I am proud to be a member of your committee to improve the status of the Household Workers. Concern for these workers extends beyond those of you that are directly involved in the field. In my opinion, it is exceptional for an employer to actively organize and push for the minimum wage coverage for all employees in his field. The training that you supply will enable many more ladies to improve their skills so that they will be able to provide better lives for themselves and their families. With increased skills and incomes, will come the stability and dignity that is among your goals for the occupation.

May I assure you, that my organization and community will continue to support you in any and all areas that are beneficial to our people.

Very truly yours,

Robert L. Haggins

Robert L. Haggins
Executive Director

RLH/ws

OUR OUTSTATION IN CENTRAL HARLEM
IS AT THE NEIGHBORHOOD BOARD #4
LOCATION.

Long Island Press

48th YEAR No. 178 LONG ISLAND PRESS, MONDAY, MARCH 25, 1968 Entered as Second Class Matter At Postoffice Jamaica, N.Y. 5 CENTS

Uncle Sam Puts Up $$ to Train Maids

By MARTIN GERSHEN

One of the problems of living an affluent society is that maids are hard to come by.

And the richer a country becomes, the more difficult it is for its citizens to find maids.

The trouble is that being a maid is demeaning in the eyes of society and no one wants to do household chores if she doesn't have to —including housewives.

In this country the situation has become so serious that 20,000 foreign girls are being imported here each year to work as maids and still there aren't enough to go around.

It has been estimated that there are five million maid jobs which are going abegging because there are only one million girls to fill them.

So now the federal government has become concerned about this situation and stepped into the picture to the tune of $1.5 million.

The government has divided this money among seven organizations around the country and told them to find ways to get people to work as maids and like it.

Here in New York the man who will be charged with the mission of enticing women to enter the domestic assistance profession is Edward M. Blackhoff who heads a training service called Household Management Inc.

Blackhoff has been given a $300,000 grant from the U.S. Department of Labor to figure out a way in the next 15 months to upgrade the domestic service field.

"We are not trying to keep foreign girls out of this country," said a spokesman for the Labor Department, explaining why such a large grant is being offered.

"But in our economy there are many jobs available and many people looking for work and we would like to bring the two together," he said..

It will be Blackhoff's job to add dignity and equality to the image of the house servant so that she could look upon her work as no different than that performed by any other person in any field of endeavor.

To do this, Blackhoff is setting up a school for maids in midtown Manhattan where students will be trained in assorted household chores at a starting salary of $50 a week subsidized by the federal government.

Following ten weeks of basic schooling, the girls will spend the rest of the year as on the job trainees with private families.

Blackhoff believes that improving the image of a maid is simply a matter of good public relations, training and business management.

"After all," says Blackhoff, "Playboy bunnies and airline stewardesses are nothing but waitresses."

The Star-Ledger

New Jersey's Morning Newspaper

Newark, N.J., Friday, June 28, 1968

FROM 17 TO 64: He dusts off a maid-to-order plan for domestics

By MARTIN GERSHEN
Star-Ledger New York Bureau

NEW YORK—A federally subsidized program to train women to be maids officially began here yesterday with a cocktail party served by the student domestic workers at their school on East 23rd Street.

The party was given by Household Management Inc., a New Yorn firm established through federal grants totalling some $300,000 to train women in the domestic sciences.

The federal subsidies are part of a $1.5 million grant given by the Department of Labor and Department of Health, Education and Welfare to seven organizations across the country, each charged with trying out a different aspect of household training.

Edward Blackoff, president of HMI, runs the only private agency. Actually he began his training program for 22 maids two weeks ago.

His 10-week program is designed to teach the volunteer students how to perform specialized domestic chores which would give them professional standing and competence in the job market.

But the most interesting aspect of the Blackoff program is a guaranteed offer of employment to his students.

Upon completing their training, Blackoff said the women will be placed on his payroll and assigned to jobs. Employers will pay Blackoff for the services.

Even if no work is available, the women on Blackoff's payroll will continue to receive salaries and other fringe benefits normally available to employes in other industries, including a two-week paid vacation.

To achieve this, Blackoff has already set up an employer pool for housewives in the New York area in search of maids.

Most of the women seeking domestic help, he said, are teachers and young professionals with children who would like to return to work.

One requirement made of potential employers is that they attend seminars to learn of the problems often encountered between maids and housewives and how to resolve them.

The students in Blackoff's program range in age from 17 to 64.

Mrs. Gladys V. Walter, a 64-year-old widow joined the program, she said, so she could find steady, year-round work.

"I've always worked with [illegible] agency but its not as [illegible]ady as I like," Mrs. Walters explained.

A religious woman, Mrs. Walters wants her Sundays off and Wednesday evenings too so she may continue to play the organ for her church.

Another student, Mrs. Lee O'Brien, 52, of Brooklyn, was a housewife all her life and is making her first move into the working world.

She decided to seek employment after her husband became partially disabled following a stroke.

"When you're a housewife for 20 years you get in a rut. I have no children and I was in the dumps. This school has given me a new outlook on life," Mrs. O'Brien said.

Other agencies that have received grants to train domestic services are the Urban League of Washington, D.C.; HEART, a social service organization in Philadelphia; the Ethnic Foundation of Pittsburgh; the YWCA of Chicago; the Women's Service Club of Boston and Kansas State University in Manhattan, Kansas.

WU NEWS

WOMEN'S UNIT
EXECUTIVE CHAMBER · STATE CAPITOL · ALBANY, NEW YORK 12224
Vol. 1 No. 10
May 1968

Household Employment Training Offered in N.Y.C.

New York is one of seven cities in which pilot projects to upgrade household employment standards and opportunities have been funded.

Approximately $1.5 million in Manpower Development and Training Act funds have been earmarked for the seven projects which will provide training for about 800 persons.

Announcement of the project was made by Assistant Secretary of Labor Stanley H. Ruttenberg who was joined in the planning by Assistant Labor Secretary Esther Peterson, Mrs. Margaret M. Morris, project director of the National Committee on Household Employment (NCHE), and Miss Dorothy Height, vice chairman of the NCHE and president of the National Council of Negro Women.

Each of the seven projects (Boston, Chicago, Philadelphia, Pittsburgh, Alexandria, Va., Manhattan, Kan. and New York) are being sponsored by a different organization and will emphasize varying aspects of household employment. The projects run from one to two years.

Key objectives of the projects will be to determine:

— how household service opportunities might be improved make household employment a more attractive and rewarding occupation.

— how household service opportunities migh be improved and expanded from the standpoint of both potential employers and workers.

— the extent to which sponsoring organizations may require financial support to become self-sustaining.

Mr. Ruttenberg, who is also Manpower Administrator, said, "It is our hope that these projects will help us find an answer to the paradox of many householders being unable to find the help they need in their home while there are many people out of work.

"Quite obviously, the low status of household work, low wages and the lack of fringe benefits have deterred workers from entering this field."

The sponsoring organization in New York City is Household Management, Inc. This private employment agency will provide training and work experience for 100 persons and place them with housewives as well as companies which will place them with employees. The project will also develop new household work opportunities and establish a "household management center" as a training site, with equipment provided by cooperating home furnishing, equipment, food and household supply firms.

New York City training center will be located at 131 East 23rd Street, where Miss Bobbie Gottlieb is the contact person.

Long Island Press

48th YEAR No. 178 7★ FRIDAY, JUNE 28, 1968 ★★★★ Entered as Second Class Matter At Postoffice Jamaica, N.Y. 5 CENTS

MAID IN U.S.A.

★ ★ ★

Federal $ Used to Train Domestics

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The federal subsidies are part of a $1.5 million grant given by the Department of Labor and the Department of Health, Education and Welfare to seven organizations across the country; each charged with trying out a different aspect of household training.

* * *

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His 10-week program is designed to teach the volunteer students how to perform specialized domestic chores that would give them professional standing and competence in the job market.

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* * *

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The students in Blackoff's program range in age from 17 to 64.

* * *

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"When you're a housewife for 20 years you get in a rut. I have no children and I was in the dumps. This school has given me a new outlook on life," Mrs. O'Brien said.

WALL STREET JOURNAL

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FRIDAY, JUNE 28, 1968

EDITION

New Schools, Agencies Aim to Boost Service, Pay of Domestic Help

• • •

Antipoverty Program Uses Merchandising Techniques To Fill Temporary Positions

By JOHN E. DAVIS
Staff Reporter of THE WALL STREET JOURNAL

NEW YORK—Household help—with Government aid—is going professional.

A school of cooking, cleaning, sewing, shopping and other domestic skills has opened here to train "household technicians" for the temporary domestic help market. Seven similar projects sponsored by the U.S. Departments of Labor and Health, Education and Welfare, are under way in other cities.

Household Management Inc., the New York project, is designed to evolve into a private, nonprofit employment service. It illustrates the Administration's new approach to involving private enterprise in antipoverty efforts, in this case job training.

Unskilled, unemployed women, hopefully "with enough education to read menus and medicine labels," are being schooled in tasks ranging from vacuum-cleaner operation to child care. The idea is to upgrade domestic service into a semiskilled calling, improve workers' wages while securing them Social Security and other benefits, and tap a market for trained household help.

Services, advertised in catchy "packages," will cost more than those provided by ordinary agencies. A "Stork Special," for example, offers "complete care of the home and family before or after the new baby arrives," for $3.50 an hour, compared with $120 a six-day week charged by a typical agency for an untrained, sleep-in "mother's helper." But while a mother's helper just takes care of the newborn child and wouldn't dream of touching a dustpan, Household's personnel are supposed to prepare and serve meals, care for the mother and infant, teach the mother the proper care of the infant and do the shopping and light housecleaning.

Likewise, a typical agency offers light housecleaning for $2.50 an hour, lower than $3.25 an hour for Household's "Finished Product" service. But the Household package is supposed to include light laundering and ironing as well.

Household is operating on grants of $216,000 from the Labor Department and $54,000 from HEW. The project's designer and director, Edward M. Blackhoff, gets a $15,000 a year salary from the Government. But after a 15-month pilot run, Household is to be on its own with Mr. Blackhoff taking over as owner and president.

The first 26 trainees attend classes in Household's office-classroom, which is furnished as a house. They get regular instruction from three college graduates with degrees in home economics, two of whom hold New York City teaching licenses. Lectures on nursing care and other subjects are delivered by outside professionals.

While participating in the 10-week training program, the women receive a stipend from the state varying from a minimum of $44 a week plus $5 a week for each dependent child up to $70.

Mr. Blackhoff, who has run other employment services, says he has 130 clients lined up who have promised to employ Household graduates. He's counting mainly on temporary, one- or two-day jobs because, he says, "I don't think the market for people who can afford the service for an entire week is very large." But he's confident clients will pay Household's higher rates. "You're not getting just a cleaner or a domestic from us, you're getting a technician," he insists.

The workers will be paid at a rate of $80 a week, $14 above the prevailing rate for domestics, Mr. Blackhoff says. In addition, Social Security benefits and workmen's compensation, unavailable to many domestic workers, would raise Household's wage package to about $96 a week, he says. Moreover, Household will pay its employes for a 40-hour week, regardless of how many hours they actually work in times of fluctuating demand, says Mr. Blackhoff.

Washington Wi

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National Central Life

Newsday

JBLISHED FOR LONG ISLAND BY LONG ISLANDERS • MON., JULY 1, 1968

COPYRIGHT 1968 NEWSDAY, INC., LONG ISLAND, NEW YORK VOL. 28 NO. 254

U.S. Puts $1.8 Million to Upgrade 'Maids'

By Marilyn Goldstein

New York—Housewives in the metropolitan area are to be concerned perpetually about getting capable help for their homes. Now the federal government is starting to show concern, too, and is willing to do just what some housewives would do in order to solve the problem—spend a lot of money.

About $1,800,000 of federal money is going into a seven-city program that has just been started here. New York's share is $320,500, which will be spent over the next year to train approximately 100 women—primarily from poverty areas—in the art of being a household worker. A small part of the funds will also be used to train housewives in how to handle these new household workers, including a short lecture on the theory that the workers are not "maids." The government, and the trainees themselves, prefer to be called household technicians.

Edward Blackoff

By whatever name they're called, the trainees will be paid about $50 a week while they're under instruction and will then be paid about $80 a week once they're on the job. At present, domestic workers get about $75 a week.

The new project is under the guidance of a privately owned corporation called Household Management, Inc. (HMI), which is getting its federal funding primarily from the Departments of Labor and Health, Education and Welfare.

HMI will train the women in all areas of household work, including cooking and freezing, baby care, care of the elderly and house-cleaning. It will place them, pay them their salary and fringe benefits and hope the housewives who employ them and shell out $23 per day for their services will treat them with the respect a $23-a-day employee merits.

"We're giving people trained qualified technicians," Edward Blackoff, director of HMI, said. "In return the householder will behave in a fashion any other industrial employer would. We don't call them maids they're household technicians."

Newsday Photo by Dick Bergmann

Learning how to make hors d'oeuvres are two student housekeeping technicians, Mrs. Sarah Turner of Brooklyn, left,

The training part is the most important, to be sure it is accomplished in the HMI center, 151 East 72nd St. here, set up as a complete fashionable apartment decorated, in fact, by Emily Malino. Here the 23 charter trainees are being taught in a 10-week, six-hour-a-day course.

Upgrading the status of household work is less cut and dried. "The trainee doesn't have much regard for herself as a household employee now, but once she has a diploma (given at the end of the HMI course) she feels better about herself. She has dignity," said Blackoff, who formerly ran a large domestic employment agency and is author of the book "How to Solve Your Servant Problem."

The fee the agency will pay to its household technicians, $80 for a five-day week plus about $16 a week in health insurance, paid holidays, unemployment compensation and other fringe benefits, is higher than generally paid to domestic workers today, Blackoff said, "but commensurate with their ability." He said he expects no problem in finding enough well-to-do families in New York willing to pay the high fee in return for trained technicians.

One member of the first class of trainees, five of whom are Puerto Ricans, 16 Negroes, two whites, which started the HMI course two weeks ago, said she would never consider going into household work under any other conditions.

Mrs. Mary Parker, who has worked as a domestic and has spent a year as a Domestic Corpsman for Harlem Teens for Self-Help said, "I've done housework before. Fortunately, I never had much trouble but I have heard stories from other people who did domestic work and they had a lot of problems. I think this (HMI project) will lead people to more understanding. Once you send someone out from here with this training, that will help to change the attitude of employers."

Mrs. Vivian Sewell, a trainee who had worked as a switchboard operator, said she found that work was not steady enough and decided to try household management because she expected it would be more permanent. "But under other circumstances I would never have thought of going into household work," said Mrs. Sewell who hopes to specialize in work with the aged.

Each of the seven projects has a different approach to the same employment problem. "The New York project is the only one run by a businessman," Blackoff said. "I want to prove it can be a viable business."

THE STAR
Kingston, Jamaica
Price Threepence

School to ease shortage of maids

By Martin Gershen

NEW YORK:

A FEDERALLY subsidized programme to train women as maids, officially opened here this week with a cocktail party served by the student domestic workers at their school.

The party was given by household management, Inc., a new firm created with federal grants totalling some $300,000 to train women in the domestic sciences.

The federal subsidies are part of a $1.5 million grant from department of Labour and department of health education and welfare to seven organizations across the country, each charged with trying out a different aspect of household training.

Edward Blackoff, president of HMI, runs the only private agency with a federal grant. Actually he began his training programme for 22 maids two weeks ago.

His ten-week programme will teach volunteer students how to perform specialized domestic chores which would give them professional standing and competence in the job market.

But the most interesting aspect of the Blackoff programme is his guaranteed employment offer to graduates. Upon completing their training, he puts the women on his payroll and assigns them to jobs. Employers will pay him for their services. Employees also receive other fringe benefits normally available only in industry such as two-week vacations.

Blackoff has already set up an employer pool for housewives in the New York area in search of maids. Most women seeking domestic help these days, he said, are teachers and young professionals with children, who would like to return to work.

The students in Blackoff's programme range in age from 17 to 64.

Mrs. Gladys V. Walter, a 64-year-old widow from Harlem joined the programme, she said, so she could find steady year-round work.

I've always worked with an agency but its not as steady as I like" Mrs. Walters explained.

Another student, Mrs. Lee O'Brien, 52, of Brooklyn, was a housewife all her life. She is making her first move into the working world. She decided to seek employment after her husband became partially disabled following a stroke.

"When you're a housewife for 20 years you get in a rut. I have no children and I was in the dumps. This school has given me a new outlook on life," Mrs. O'Brien said.

Other agencies working with federal grants to train domestic servants are the Urban League of Washington, D.C.; Heart, a social service organization in Philadelphia, the ethnic foundation of Pittsburgh; the YWCA of Chicago; the Women's Service Club of Boston, and State University at Manhattan, Kansas.

— NANA

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Bluefield Daily Telegraph

Bluefield, W. Va., Sunday Morning, July 7, 1968

This story was sent out on the North American Newspaper Alliance Syndicate.

It appeared in this paper and approximately 200 American newspapers.

\New York School Opens Maid Training Classes

By MARTIN GERSHEN

NEW YORK, (NANA) — A federally subsidized program to train women as maids, officially opened here this week with a cocktail party served by the student domestic workers at their schools.

The party was given by Household Management, Inc., a new firm created with federal grants totaling some $300,000 to train women in the domestic sciences.

$1.5 Million Grant

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Guaranteed Employment

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Works With Agency

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CHRISTIAN SCIENCE MONITOR

BOSTON, TUESDAY, JULY 9, 1968

WOMEN TODAY

Housework gains status

By Marilyn Hoffman

New York

"Daisy Ladies" they are called. At this moment, some two dozen of them are learning to be, not "domestics" nor "maids," but "household technicians." After they finish their 10-week crash course, they'll get a diploma, an identification card, a daisy button, and be all set to keep house. Your house.

This new breed of household help—trained to empty vacuum-cleaner bags, respect other people's precious bric-a-brac, and run large and small appliances in none but the proper way—will get a minimum of $80 per week, a two-week paid vacation, plus all the other fringe benefits usually enjoyed by workers in the United States.

"We are changing the image of the household worker and helping remove the old stigma," says Edward Blackoff, head of the Household Management, Inc., training program now operating here with federal funds and in cooperation with the U.S. Departments of Labor and Health, Education, and Welfare. This program, under way in an attractive household-management center, at 131 East 23rd Street, is one of six similar pilot projects in Boston, Chicago, Philadelphia, Pittsburgh, Alexandria, Va., and Manhattan, Kan.

Meet Manhattan

The projects were developed by the National Committee on Household Employment and, if successful, will be models for further training projects and vocation-school classes across the country. The aim is not only to train women who are now among the unemployed, or on welfare, but to upgrade household-employment standards, as well as the opportunities. It is to bring security and dignity to competent household workers.

I visited the Daisy Ladies one morning to find them learning the differences between various carpet, drapery, and upholstery fibers and how to clean and care for each of them. Their training includes grooming and self-improvement, home management, food preparation and serving, cleaning and laundry, and the care of the elderly and children.

Mary Louise Bopp, who heads the training program, engages outside lecturers to give talks on topics ranging from flower-arranging and plant care to how-to-pack-for-moving. These supplement classes given by staff home economists.

One star pupil in the class, Mrs. Lee O'Brien, has gone to the head of the class because she can perfectly fold a contour sheet in 50 seconds flat. She has been teaching her teachers her knack, but is delighted with all the household skills she is absorbing from them. "I've been keeping house for my family for 20 years and never knew there were so many things I could learn," she grins.

Mrs. Miriam Engles, another enrollee, told me, "I hadn't done any household work before because I always thought that it was a low-grade thing. But this whole thing of training people for these jobs gives me a new feeling about taking one of them. I feel good about these new skills I'm learning."

Mrs. Engles, a high-school graduate, had previously worked as a factory employee, a file clerk, and a meat wrapper, and $75 per week was her top salary.

As the women are trained, they will be hired by Household Management, Inc., who will act as agent for them. They will be booked out in orderly fashion, and the householder will be billed by this management. The management company will pay the employees, and will take care of all bookkeeping including Social Security and all other benefit payments.

Here in New York the project is off the ground and soaring. It could be the beginning of a good scheme to bring together the thousands of people who need household help and the thousands who could be thus employed.

MORNING

THE CALL

PATERSON, N. J., THURSDAY, JULY 11, 1968

MAKING HIS POINT—Edward Blackoff, president of Household Management, Inc. explains the new project to Mrs. Willard Wirtz, wife of the Secretary of Labor, and her special assistant Mrs. Stella Sloat (far right), while Mrs. Ethan Allen Hitchcock, YWCA board of directors member, listents intently. Scene was at recent HMI cocktail party.

Trainees Tested At Party

HMI has been in actual working condition for about four weeks. At the two week-mark, the organization invited the press and various dignitaries in New York City to a "get acquainted" champagne cocktail party at its offices on E. 23rd Street.

All of the trainees were there, either serving cocktails or hors d'oeuvres or scurrying around behind the scenes. Here was the chance to put into working order what they'd been hearing in the classroom.

Mrs. Mary Parker, a Manhattan resident, refilled champagne glasses with a smile. She'd been a domestic before, "in a job where I could have stayed for 10 years at the lowest salary," she said.

Now she's finding out how to do things with the best equipment possible (the same equipment most people have in their homes) in the easiest way possible. She loves her work and feels a real "sense of accomplishment," she said.

There was the normal amount of running around, checking the punch bowls to make sure they're filled, bringing out more warmed chicken livers and cubes of cheese, but amid all the hassle, the trainees kept their cool. In fact, they even evaluated each other. "That champagne cork popped just a little too loud," one yellow-uniformed woman said to another.

The whole scene was unexpected. You'd find people lounging on the bed in the model bedroom getting up to find a trainee smoothing the mussed bedspread.

Everyone connected with the project in any way was there. "Are you from [illegible] Furniture Co.? Our firm donated the dish cloths. Isn't it marvelous what they've done?" were typical comments overheard.

Mrs. Willard Wirtz, wife of the Secretary of Labor and honorary chairman of the National Committee on Household Employment, was there, only to be whisked into a quiet room for a TV interview.

Mrs. Mary M. Morris, project director for the NCHE, was there, too, a concerned little woman with an intent look in her eyes.

"There was a time when you could browbeat the hired help and say scrub the floor and wax it, too. There was a time during the Depression when people didn't expect anything but the least and were satisfied with it. That time has gone. But do you think that women will ever stop downgrading themselves? How many times a day do you hear 'I'm only a housewife?' We have to work toward improvement positively," Mrs. Morris said.

It appeared that everyone got the message.

— E. F.

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Housework Gets New Image

By EVELYN THOMA

Staff Writer

NEW YORK CITY — One of seven government-sponsored agencies designed to upgrade the public concept of the domestic worker and her role in the home is now operating here and seeing tangible results.

Household Management Inc. is a pilot project underwritten by the U. S. Department of Labor and the Office of Education. It is the brainchild of Edward Blackoff, a 34-year-old veteran household employment recruiter. it will be, if successful, the sponsor of a number of similar operations in major cities throughout the country.

Approximately $1.5 million in Manpower Development and Training Act funds have been earmarked for such projects which will provide training for about 800 persons in Boston, Chicago, New York, Philadelphia, Pittsburgh, Alexandria, Va. and Manhattan, Kan.

"Our task is threefold," Blackoff explained in his New York office last week. "First, to recruit and develop skills in household management; second, to provide jobs at wages and working conditions that give dignity; and third, to change the attitude of employers and employes in the household field.

"The entire program as I see it, functions by virtue of contradiction. There are millions of jobs going unfilled in this country. Yet many thousands of professional people are unable to go to work because they can't find individuals to manage their homes or care for their children while they are at work. At the same time, many thousands of unskilled people are unemployed when they could easily be trained for such jobs.

"The greatest irony is the fact that the two most important areas in any person's life — maintaining the home and caring for the children — fall into an occupation that is stigmatized," Blackoff said.

To remedy this problem, Blackoff hopes to educate two groups: first, the people who are handicapped by inadequate skills and training, and second, the employers who are handicapped by a poor image of the "maid" or "domestic."

To carry out the second, the education of employers, he plans to conduct seminars and special meetings at the Household Management, Inc. offices. Blackoff noted that the offices are open to the public every afternoon so that everyone can see and understand the training process.

To educate the once lowly "domestic" will take a little doing. Blackoff has acquired a competent staff, most of them home economists with college degrees, to instruct in any area from removing a spot on the carpet to making fancy daisy-shaped hors d'oeuvres.

Central to the program are the HMI classroom and demonstration-training facilities at the offices at 131 E. 23rd St. in New York City. During the next year, in four cycles of ten weeks, 120 people will be put through the training program. HMI has been allotted 40 weeks for training and 12 for evaluation under the present government program.

Aside from learning the basics — child care, housecleaning, laundering, food preparation and serving and care for the elderly — the students learn how to purchase food, make decisions in the home and manage money.

Mrs. Mary Louise Bopp, assistant director for training at HMI, takes the student another step toward the ultimate goal.

"We focus on the trainee as an individual," she explained. "I try to bring out their creative talents. I tell them they're on their own, they're their own boss. In the classroom, we try to rely on experiences for our lessons.

"One more thing," Mrs. Bopp went on. "I try to give them a sense of taste. With antiques, for example. What may not mean much to them — any old table or a piece of valued glass — may mean the world to the employer. They also must learn how to read labels, what the miracle fibers are and how to launder them."

Now starts the second phase of training the trainee. Mrs. Bopp includes an orientation and self-improvement course, which calls for experts in beauty and physical fitness to speak to the girls.

"We make them within themselves proud. We tell them that people are interested in them. This is the first and most important point in resurrecting an ego," Mrs. Bopp said.

HMI is attempting still another psychological ploy to improve the attitude of both the employer and the employed. The organization removed the direct person-to-person relationship in which a "master-servant" stigma still exists.

The finished product of the 10-week course, now known as a "household technician" actually works for HMI. HMI takes on the responsibility of training, bonding, giving employe benefits and scheduling a two-week vacation for each technician. In this way, the reputations of both the household technician and HMI, the employment agent, are at stake.

If HMI is not successful in making this project a viable commercial venture, the government will then examine the six alternate methods which have been chosen and are in operation across the country.

"The federal government is concerned with upgrading the status of all employment sociologically and economically. HMI is the pilot project of a program encompassing six projects. I am sure that within the next five years, a satisfactory training and placement program will be found. This profession is an essential one to the woman of today," Blackoff concludes.

One of the Fairchild Business Newspapers

Home Furnishings Daily

Printed in U S A.

NEW YORK, N. Y., MONDAY, JULY 15, 1968

TEN CE

Vol. 40 No. 137 ★ ★ ★

HAPPY HELPERS: Household Management, Inc., an employment agency at 131 East 23d Street, asked private industry to donate home furnishings and major appliances in order to train unskilled women "in the surroundings of a middle class home." And the Department of Labor put up $300,000 more to help get the program off the ground," explained Edward Blackoff, from the agency.

"It's really fun, said Lee O'Brien, looking up from a stuffed toy she was learning to sew. Another trainee, Dorothy Brown, is enthused about attaining "professional maid status." The girls will work full or part - time through the agency.

BROOKLYN
Amsterdam News
EDITION

LONG ISL
QUEEN

SATURDAY, JULY 13, 1968 — B

engage in other ... adults.
value.

Poppy's Notes

Making Housework Glamorous

By POPPY CANNON WHITE

"Unhappy?" reads the flyer . . . "feel you can do better?"

"Restless? . . . seeking a plan for the future?"

"Broke? . . . So many things to buy?"

"Have you had it? Are you ready for a career opportunity?"

. POPPY

Questions such as these have already lured dozens of women in 7 different cities ranging in age from 17 to 60 plus, to enroll in courses calculated to transform them from unskilled workers into household technicians.

Last Wednesday, on the six o'clock news over NBC-TV, Assistant Director Mary Louise Bopp explained the ideas behind the pilot project in New York City. It is the flowering of the plan developed by 33 year old dynamo, Edward Blackoff. The program is being financed by private industry working in conjunction with the U.S. Department of Labor and the Office of Education. It is a part of a $1,500,000 project announced by the Labor Department last March.

Similar programs of household training are underway in Alexandria, Va., sponsored by the Urban League of Washington, D.C. In Philadelphia it is known as HEART . . . Household Employment Association for Re-evaluation and Training. In Pittsburgh . . . the Ethnic Foundation. The Chicago Y.W.-C.A. and the Boston Women's Service Club sponsor the same type of programs.

But the Manhattan headquarters is, according to all reports, far and away the most luxurious. Located in a modern office building at 131 East 23rd Street, (telephone number: 254-3600), the school includes not only an exhibit hall spotlighting new products, equipment, and ideas; but also a complete apartment with two kitchens (one gas, one electric), laundry, dining, living and bedrooms with all the latest appliances and gadgets. A group of 20 participating manufacturers have provided linens, glassware, china, carpets, curtains, bedspreads, even flowers and champagne.

There is no charge for instruction. When necessary, students receive stipends while training and are provided with part-time employment. After graduation, they work immediately and directly for Household Management, Inc.

"What Hugh Heffner and the airlines have done in transforming what was basically a waitress into a Playboy Bunny or an enviable airline hostess, our projects hope to accomplish for women trained in household skills. We want to create an aura and status of professionalism.

"The purpose of the entire program," says staff member Ernestine Mitchell, "is to up-grade household employment. Of course our graduates will earn more than the usual rates . . . anywhere from $26 to $32 a day, depending upon the type of service."

DAILY NEWS

NEW YORK'S PICTURE NEWSPAPER ®

lews Syndicate Co. Inc. New York, N.Y. 10017, Thursday, July 18, 1968★ WEATH

CHATTER!

Mrs. Miriam Engels is a high school graduate from New York City who has never been able to earn more than $75 a week since she finished school in 1951. The mother of four children, Mrs. Engels recently read an ad in THE NEWS for household help which was placed by Household Management Inc. This ad was different from any other she had ever read. "I hadn't done housework before because I thought that it was a low grade thing," Mrs. Engels admits, "but I wanted to try what Household Management had to offer because it seemed like a way to do it in a dignified manner." Exactly what is Household Management Inc.? It is a private enterprise, which in conjunction with the U.S. Dept. of Labor, has launched a pilot program to try and take the "master-servant" stigma out of household work by making a household technician of the household worker. The present stigma of household workers led the government to sponsor this project. Presently, $53 per week is the average salary [illegible] for a household employee. The goal is a higher basic salary—$14 per week more—and an additional $8 in benefits for employes including a two-week vacation, hospitalization insurance, social security, unemployment insurance compensation and disability insurance. In order to accomplish this, Household Management, which is one of seven such federally-funded programs, will itself be the employer and subcontract its trained employes to homemakers in need of such services. Classes for the training program run five days a week, six hours a day for 10 weeks. Instruction includes purchasing food, managing money, food preparation and serving, cleaning and laundering, child care and care of the elderly. This program is open to people of all ages and backgrounds. Interested applicants should call Household Management Inc. at 254-4820. —Doris Blake.

THIS STORY APPEARED IN THE "PARADE NATIONAL NETWORK" CONSISTING OF 83 NEWSPAPERS WITH A TOTAL CIRCULATION OF OVER 13 MILLION READERS.

Parade

St. Paul Sunday Pioneer Press

July 21, 1968

MAIDS WITH DIPLOMAS

BY JOHN G. ROGERS

Solving a Household Problem

MAID TO ORDER

BY JOHN G. ROGERS

American housewives — are you sizzling in frustration because you can't find women able or willing to work as maids or house cleaners? If you are, rest assured. Uncle Sam is doing something about it. He's spending $1.5 million in grants to seven agencies to discover ways to encourage women to work as domestics—and be proud of it.

Each of the federally financed agencies—they're predominantly in such big cities as New York, Washington, Boston and Chicago—has its own ideas on how to inject action into the domestic help market. But all have the same basic approach—upgrade the job by training women to be very superior maids worth more money and respect. In short, give the maids prestige.

And if these government-funded pilot projects prove successful, if they revitalize the domestic help situation to the advantage of both employer and employee, it's expected that private entrepreneurs will swiftly embrace the new formula on a coast-to-coast basis.

The problem—though there are an estimated 5 million domestic jobs available, women are not rushing to fill them. And, for a variety of reasons. Many re-

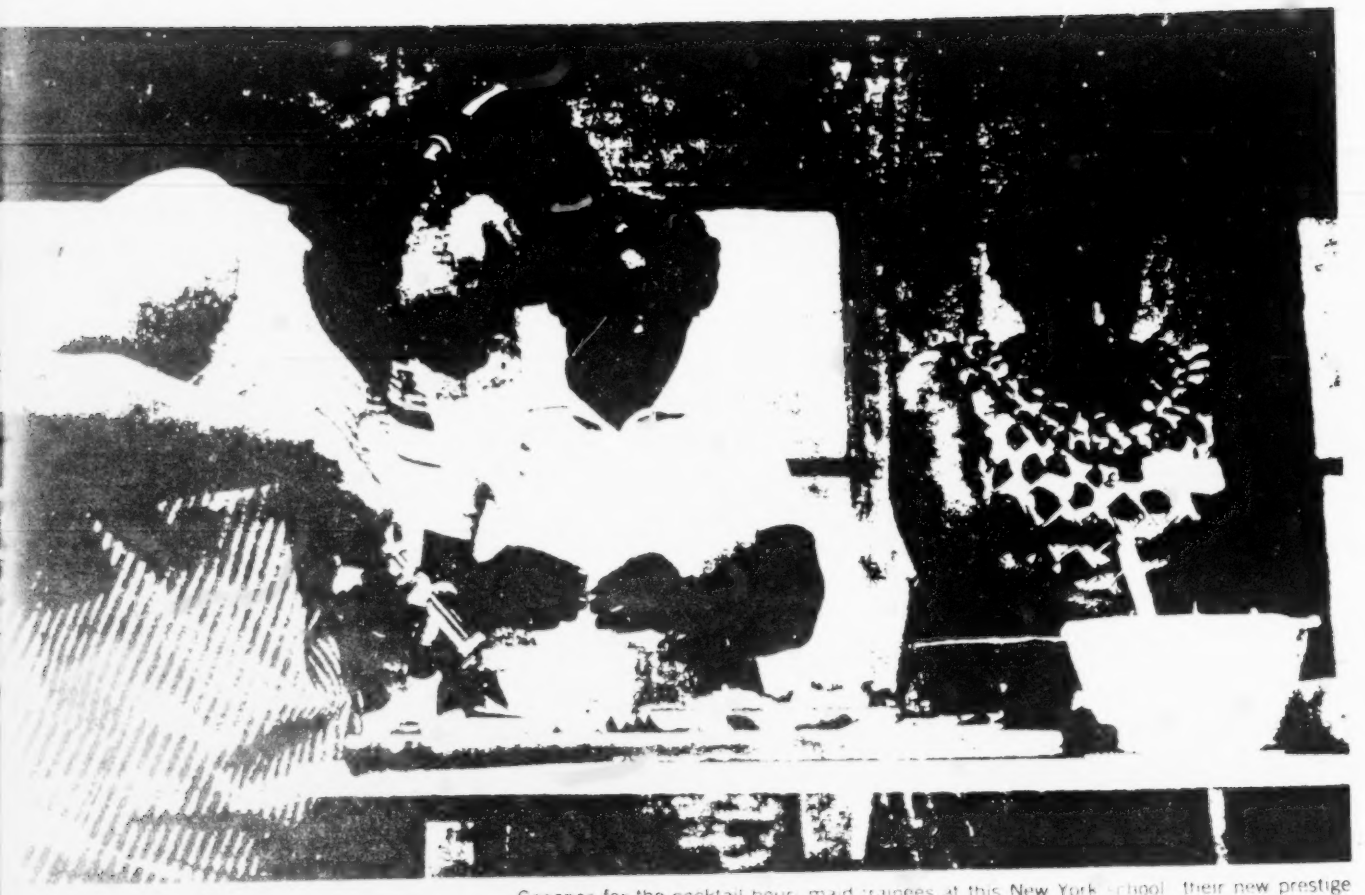
gard the pay as inadequate, the work as demeaning, the employer as unreasonable. Also, some civil rights leaders have urged Negro women to pass up domestic work and take advantage of training programs for other less servant like types of employment.

"What makes domestic work inferior?" asks Edward Blackoff, of New York, director of Household Management, Inc., first of the agencies to start rolling. And he answers: "Domestic work is inferior because of inferior treatment, inferior pay and inferior benefits. Change those three things and you make the jobs more attractive. We aim to change employer attitudes—and we do—and benefits."

Blackoff, who used to import 1500 maids a year from Western Europe, had to stop when a shift in immigration priorities trimmed his supply. He got $317,000 grant to finance Household Management. His first step: a $1,800-a-month lease on the entire sixth floor of a 31-story office building and fit it with attractive full-size mock-ups of kitchen, bathroom and living room just as they'd be in modern apartment. He hired a staff of 12, including several home economists, special ists and a counselor. He recruited his

continued

This is the way we clean the rug ... a new federal program designed to upgrade the [illegible] tion of maid establishes schools to train domestics. Object—better maids and better [illegible]



Canapes for the cocktail hour: maid trainees at this New York school, their new prestige title is household technician, stress food preparation from [illegible] to whole meals

MAID continued

first class of 26 women through advertising or other contacts.

Then, school began. For six hours a day, five days a week, Blackoff's staff works at converting the women into high class maids for whose services New York housewives ultimately will be willing to pay as high as $120 a week.

"But don't call them maids," Blackoff requests. "Part of the new prestige is a new title — they're now household technicians."

Blackoff's students — they range in age from 18 to 60 and most are Negroes — are divided into two sections of 13 each for intense instruction. Teachers Stefanie Lepanig and Marge Hoffman lecture and demonstrate steadily while the class makes notes — here's how to decorate a canape, to clean a shag rug, to take permanently pressed sheets from a drier.

Other aspects

Mary Louise Bopp, director of training, reels off more curriculum: "We go to the supermarket and learn how to shop. The telephone people come in and give us a full drill on good telephone manners. The beauty people will be in for sophistication with cosmetics. We'll stress care of kids and the elderly. And all the time we'll emphasize poise and confidence."

Before the ten-week course is half over, the household technicians begin part time work in homes, each wearing a chic, yellow uniform emblazoned with a daisy. Throughout the course, each student gets subsistence money up to $70 a week, depending on number of children at home, and other factors. Of the first class — in an experimental 15 months Blackoff will train four classes — 11 women are married, six single, five widows, three separated and one divorced.

More than a third of the first class were on welfare or other public assistance when they came to Blackoff. But, on completion of the course, each graduate receives a beautiful diploma and goes full time on the payroll of Household Management, starting at $80 a week plus $18 in benefits such as hospitalization, paid holidays and vacations. Blackoff then will hire them out to customers at a markup that gives him about a 15 percent profit.

How confident is Blackoff that his pilot project will be successful, will really chart a new course for the future?

"I feel very hopeful," he replies, "and I think with good reason. Placing the graduates will be the least of the problem. I've already got a list of more than 100 customers anxious to hire my people. But after that it'll be up to both sides to produce. The housewife has to show a full measure of respect and fair treatment for the household technician. And the technician has to earn it with performance — pleasantness and perfect attendance."

In Washington, where the Urban League is the sponsor and the grant is $400,000, the details vary. John Jacob, a league director, foresees an employee-owned company of technicians giving a more impersonal service than Blackoff's. This would consist of teams of cleaning experts equipped with the most modern devices and gadgets. They'd swarm into an apartment, quickly clean it from wall to wall, floor to ceiling, and move on. Their speed of operation would mean they could serve more clients and make more profits.

"Our first target areas," Jacob says, "will be Washington's affluent suburbs such as Arlington, Fairfax and Alexandria where you've got big apartment complexes occupied mostly by government employees. We estimate that any household with minimum income of $10,000 a year could afford maid service at least once a week. Job opportunities should be unlimited."

Another angle

In Pittsburgh, it's the Ethnic Foundation that's trying to upgrade the maid, using a $194,000 grant to train women who are mostly of Polish, Italian and German extraction. Paul Deac, the director, has an angle aimed at large corporations:

"In this day of hot competition for good executives, big companies are always looking for new fringe benefits they can use as bait. If a company had a contract with us, we could supply a great fringe benefit. We could send a maid over to an executive's home full time, periodically or to meet some emergency like illness or kids home alone.

"In the Pittsburgh area there are probably five domestic jobs available for every qualified woman. In addition to all the household skills, we're teaching manners, grooming, improved English, all the things needed to make a woman a valued employee."

Among the other federally financed help-the-maid programs, some stress training for older women and some are tailored for the Southern migrant in the North. Among sponsors are Chicago's YMCA, Women's Service Club of Boston, Philadelphia's Household Employment Association for Re-evaluation and Training, and Kansas State University.

But, wherever the city and whoever the sponsor, the federal initiative is laudable because it's ridiculous that 5 million jobs should go unfilled when we have women who want them and need them — if they're upgraded.

Maid Trainees Give Their Views

Vivian Sewell: "I need a job. I want to get off welfare. The idea of becoming a good maid with good pay appeals to me."

Luisa Fuentes: "I like this new training course for maids. I kept a house for many years but now I see there's much to learn."

Lee O'Brien: "Our family needs more money and I decided to make it doing what I've always done best—running a house."

BIG DAY — Mrs. Lee O'Brien of Brooklyn (r), one of the first graduates of the Household Management, Inc. school, is congratulated by Edward M. Blackoff, Director of HMI, and Mrs. Betty Fitzgerald, Home Economist for the New York City Housing Authority.

13 "Household Technicians" Complete Training Course

Thirteen "lucky" women, ranging in age from 25 to 52, were in the first graduating class of Household Management, Inc. (HMI), a New York City training school and agency for household technicians. HMI will train approximately 120 people in a twelve-month pilot project, financed by the U. S. Department of Labor, which aims to upgrade household employment.

"Our job is threefold," says Mrs. Roberta Gottlieb, Assistant Director of HMI. "We must recruit and develop skilled household technicians, provide jobs at wages and work-conditions that give dignity to the employee and change the attitude of employers *and* workers in the household field." An unspoken part of the HMI job is to replace the terms "domestic, maid, laundress, etc." with what they consider the more dignified "household technician."

The thirteen graduates, who completed their ten-week course in August, studied child care, shopping and money management, food preparation and serving, care of the elderly and cleaning and laundering. Facilities at the HMI office, 131 East 23rd Street, include one gas and one electric kitchen, a completely equipped laundry room and dining, living and bedrooms.

A group of manufacturers, who are participating in the project, have provided china, linens, carpets and other furnishings and equipment.

HMI will itself be the employer of the new graduates and subcontract their services to working mothers and others in need of their help. One requirement made of potential employers is that they attend seminars to learn the problems between housewives and household workers and how to resolve them.

Edward M. Blackoff, th 34-year-old New Yorker who is director of HMI, recently discussed his ideas about the project:

"The homemaker needs to be able to employ help in the same way a company needs to. The help must be reliable, trained and insured of an adequate wage. Over a million and a half Americans are employed either full or part-time in the household field right now. We hope eventually to raise their salaries by making their talents greater through training and get them the fringe benefits the majority of employees enjoy in this country."

"In addition we hope to aid the homemaker herself by freeing her of home management responsibilities so that she can pursue other areas of endeavor. Our program, especially among professional people, is being well received and by the completion of this first trial year we hope to have proved its value both to the employee and employer."

The program's first graduates are already pleased with the results. Mrs. Rebecca Stubbs of Queens, one of the "lucky" thirteen expressed it this way: "I never had an education and this diploma is something I thought I would never own."

WU NEWS

WOMEN'S UNIT
EXECUTIVE CHAMBER · STATE CAPITOL · ALBANY, NEW YORK 12224

Vol. 2, No. 3
September 1968

Resurrecting The Vanishing American

by FRANCES A. KOESTLER

IT WAS NOT SO LONG AGO that the average middle-class woman, if given three wishes, would have named minks, diamonds, and Cadillacs as her heart's desire. Nowadays, many a woman would gladly surrender any of these, perhaps even all three, in exchange for what has become the vanishing American—a capable, reliable domestic.

The nationwide shortage of live-in maids and daily cleaning women may sound like a trivial problem, but it is nothing of the sort. A woman lawyer, doctor, nurse, social worker, or business executive, unable to practice her profession because she cannot find someone to run her household and take care of her children, pays a high price in personal frustration. The nation's economy suffers, too, through the loss of badly needed skills. Nor does it end there. An estimated 5 million domestic jobs remain unfilled at a time when an even larger number of women are supported by public funds as unskilled unemployables.

To help resolve this paradox, the U. S. Department of Labor is spending $1.5 million to sponsor seven training projects, located in as many cities, aimed at making household employment a sufficiently rewarding occupation to attract and hold workers. In announcing the project grants a few months ago, Assistant Secretary of Labor Stanley H. Ruttenberg bared the nub of the problem when he said: "Quite obviously, the low status of household work, low wages, and the lack of fringe benefits have deterred workers from entering this field."

Six of the seven experimental efforts to change this picture are under the auspices of such non-profit organizations as the YWCA of Metropolitan Chicago and the Washington Urban League. The seventh, Household Management, Inc., in New York City, is unique in that it is sponsored by a private firm operating on a commercial basis. With a one-year grant of $317,000, Household Management has undertaken to transform 120 women into certified "household technicians" by means of intensive ten-week training courses designed to give them the requisite skills, poise, and judgment to command weekly salaries of $80 or more, augmented by the same fringe benefits enjoyed by other career workers: paid vacations, holidays, hospitalization insurance, etc.

Recruitment and training of workers will solve only half the problem, the HM people acknowledge. The other half requires a change in existing attitudes on the part of both employees and employers. If the status of household employment is to be invested with dignity, those who engage in domestic labor must be given a sense of pride in their work, while those who hire them must learn to regard the occupation as one deserving of respect.

Edward Blackoff, who heads HM, calls it ironic that "the two most important areas in any person's life—maintaining the home and caring for the children" are so often entrusted to people penalized by "occupational stigma." By upgrading standards in domestic employment and by charging rates that reflect these higher standards, Mr. Blackoff hopes to remove the stigma and build a pool of career-minded workers. Using a somewhat far-fetched analogy, he likes to make the point that airline hostesses and Playboy "bunnies" are basically nothing more than waitresses whose jobs have been glamorized through change of name and status. Not so much glamor, as professionalism, is what he hopes to achieve through elimination of such terms as "maid", "domestic", "houseworker" or cleaning woman" in favor of "household technician".

Mrs. Willard Wirtz, wife of Secretary of Labor, and Edward Blackoff, President of HM, at opening of training facilities in New York.

When I visited Household Management's quarters in midtown Manhattan a few weeks ago, its second ten-week training cycle was under way. Some 45 women were spending 30 hours a week in an active program of learning and practicing on HMs' premises, which contain furnished mock-ups of modern kitchens, bedrooms, living rooms and laundry centers. Mrs. Mary Louise Bopp, director of training, and two domestic science teachers were giving lectures and demonstrations in the care and use of modern appliances, meal planning, table-setting, cooking, and efficient cleaning methods.

"Use your head and spare your back" was chalked up on one blackboard. "Work smarter, not harder" was a similar theme repeatedly voiced by the teaching staff in stressing the need for organization of work routines. The trainees—Negroes, Puerto Ricans, and a handful of whites—were mostly middle-aged plus, although two or three younger girls were in evidence. The group seemed interested, amiable, and willing, but a trifle overwhelmed by the varied pace and content of the program. However, this was only the second week of a ten-week schedule, and their reaction was not much different from that of newly-enrolled freshmen in any school.

The number of women signed up for this second training cycle was nearly double the number who took the first ten-week course. Both Mrs. Bopp and Mrs. Roberta Gottlieb, HM's assistant director, were optimistic that this second group would work out better than the first, which had a drop-out rate of almost 50%.

In both groups, most of the enrollees qualified for training allowances administered by the Department of Labor under one of the Federal anti-poverty measures. The basic grant is $44 a week, plus $5 for each dependent up to a maximum of $74. Applicants are carefully screened by the HM staff, primarily to ascertain that their motivation and interest are genuine, Mrs. Gottlieb explained. More than half of

(Continued on page 60)

VANISHING AMERICAN

(*Continued from page 28*)

those who apply are rejected: those who have taken numerous other subsidized training courses without following through, those who have seemingly been pushed into applying without any volition of their own, those unable to read at least at a fourth grade level or unable to pass a basic medical examination.

The 13 women who completed the first training cycle, Mrs. Gottlieb reported with satisfaction, have been steadily employed ever since. Less successful, however, had been HM's experience with their first group of employers. Resistance to paying substantially higher fees was only one of the difficulties. Many employers, HM found, have unrealistic expectations.

"Some women seem to think that, in an 8-hour shift, one of our workers can take care of 3 children, clean a 5-room apartment, do the marketing, and cook dinner," Mrs. Gottlieb said. "In many cases, it has been years since they themselves were homemakers, and they have forgotten—if they ever knew—how long various tasks take."

Although Household Management started with the idea that it would operate as a regular employment agency, it subsequently revised its method and now functions something like a temporary office worker service. Its graduates become employees of HM, which pays their salaries and accompanying benefits, and arranges their work schedules. Employers pay HM an all-inclusive fee, to cover the worker's salary and benefits and to provide HM with what it calls "a normal business profit" of about 33%.

What this adds up to for the employer is a distinct shock: $26 for a regular 8-hour day of general cleaning and light laundry, $28 for a "PM Package" that begins in mid-afternoon and lasts through washing up after dinner; $30 a day for non-medical care of the elderly, the convalescent or the new mother and infant. Each of these services may also be had on a half-day basis at proportionate costs.

Although these rates jolt New York women accustomed to paying $15 or $16 a day for domestic service, HM feels certain that the superior performance and reliability of their graduates justify the higher scale. "What doesn't cost more these days?" asks Mrs. Gottlieb. "Actually, we find it easier getting people to accept the new rates than getting them to change their attitudes and expectations.

"We ask that our employees be addressed and referred to as 'Mrs.' or 'Miss' So-and-so, and not as 'Mary' or, worse still, as '*our* Mary' or '*my* maid.' We don't expect employers to provide lunch—why should our people have to eat other people's leftovers?—but we do expect our technicians to be given time for lunch during which they can go out, if they wish. Our employees should not be expected to do heavy work such as washing windows, walls, or carpets. There are professional cleaning services to handle such chores. On the other hand, employers have a right to expect our people to exercise mature judgment and responsibility, to be careful with possessions, to be punctual and reliable, to have a pleasant manner and appearance, and to function at top efficiency."

Everyone connected with the training projects recognizes that attitudinal changes will not take place overnight. Mrs. Gottlieb speaks for them all when she says: "The average homemaker has so little regard for her own role that when she fills out a form which asks her occupation, she leaves the line blank. It will take time for women to recognize that managing a household is an eminently worthwhile occupation, no matter who does it."

By the same token, the trainees enrolled in the projects need considerable ego-boosting to think of themselves as people with career potential. One way of overcoming their low self-esteem, according to Mrs. Bopp, is by emphasizing good health habits and personal grooming, and by offering opportunities for widened horizons. Some of the trainees, she has found, have never before set foot in a downtown department store and have only the narrowest notion of how or where to buy simple household articles. Menu planning is a mystery, as is the idea of using a shopping list in a supermarket. The confidence gained from mastery of such simple matters makes for a heightened self-image. And the formal diploma awarded on completion of the course is a treasured accolade.

While the Department of Labor and the project sponsors have sound social and economic reasons for their programs, the trainees themselves have simpler, more personal motives. Mrs. Ellen Arzilli, after years of semi-skilled office work, would like to specialize in the care of children. Her own children are grown, and she misses having little ones to look after. Mrs. Armenia Bermeo, a former dressmaker, is afflicted with eye trouble and can no longer do close work. She needs a new trade. For Mrs. Hippolita Gerena, recent widowhood has meant loneliness and confinement. She likes the idea of working in different homes for a change of scene.

Mrs. Albert Anderson's motive is perhaps the one closest to the project's central idea. "I've always done housecleaning," she says, "but I never made enough money at it. Now, even after only two weeks in this course, I can see there's a lot I didn't know. Once I learn all these things, I ought to be able to make out better."

If Mrs. Anderson is right—and there is every evidence she is—the housework-weary women of America might as well begin readjusting their domestic budgets and deferring their dreams of furs and jewels. The vanishing American domestic—pardon me, "household technician"—is about to be resurrected. It's the bargain prices that are now destined to disappear.

The Evening Star A-11
SOCIETY—HOME
WASHINGTON, D. C., SATURDAY, NOV. 23, 1968

Mrs. Wirtz Gives Diplomas To Household Managers

Mrs. Willard Wirtz, wife of the Secretary of Labor and honorary chairman of the National Committee on Household Employment (NCHE) presented diplomas yesterday to 21 New York women who had completed a 10-week course in household management sponsored by NCHE.

The training course is part of an experimental and demonstration project funded under the Manpower Development and Training Act and developed by NCHE in cooperation with the Departments of Labor and Health, Education and Welfare.

Yesterday's graduates were members of a class of 33, the second group to complete the course taught by Household Management Inc., a New York City private employment agency which assigns them to jobs and assumes responsibility for their wages, social security withholdings, paid vacation and fringe benefits.

"Your being here," Mrs. Wirtz told the graduates, who earned the money to pay for their [illegible]day trip to Washington, "has a special meaning for us — you are living testimony to the faith we had when we organized our Committee in February 1965.

"It was our conviction that programs like yours, along with others promoted by our National Committee, could raise the status of household employment so that it is recognized among the skilled occupations."

Other speakers included Assistant Secretary of Labor Esther Peterson and Mrs. Mary Dublin Keyserling, director of the Women's Bureau. director of the Women's Bureau.

CUE MAGAZINE, 14 December, 1968

. . . ■ A frying pan as an art object? People do decorate with copper and cast iron, and household items that are bona fide modern art are currently being shown and sold by Household Management, Inc., at its training school, 131 East 23rd Street. Ten local artists have contributed rugs, enamels, and sculpture. Pick up a pot from 1 to 5:30 Monday through Friday (except Christmas), through December 30.

TOWN & VILLAGE, Thursday, December 12, 1968

Can a Dust Mop Be a Valid Art?

Household Management, Inc., a federally funded pilot project to upgrade the status of household help, is sponsoring a holiday gallery and boutique this month at its training school, 131 East 23rd Street.

Local artists have contributed home accessories they believe are valid as art. The display takes up almost the entire floor of the large free form apartment that serves as a class room.

Directed by Edward Blackoff, the project recruits unskilled workers, supervises a 10-week training program and finds them jobs, but at a higher salary—$88 a week compared to the present $66 a week acerage.

"The greatest irony," Mr. Blackoff says, "is that the two most important areas in life, home and children, fall into an occupation that is stigmatized."

Classes include beauty, physicall fitness, food purchasing, money management, home decisions, cooking and serving, cleaning and laundering, child care and care for the old.

NEW YORK CITY HOME ECONOMISTS IN BUSINESS

Issue Number 2 NEW YORK CITY N E W S February 1969

NOVEMBER MEETING SPOTLIGHTS INVOLVEMENT

In their annual joint meeting, HEIB and EWRT explored some of the ways open to them for working with low income and disadvantaged groups in the city. Guest speakers from city and service agencies talked about their work and suggested directions to be followed by those who are interested in becoming involved.

The speakers included Dr. Roger Murphy, New York State Cooperative Extension Service; Mrs. Betty Fitzgerald, Home Economist, New York Housing Authority; Patricia Carter, Home Economist, Hudson Guild and Katherine Cowell, Nutritionist, New York City Public Health Department.

All agreed that, because of their training, home economists are an ideal group for this type of volunteer work. Opportunities are available for individuals to work in nutrition, financial management, consumer education, clothing and textiles and techniques of comparative shopping.

Forty-five people expressed interest in such a program. A HEIB committee is now working with Dr. Murphy to set up a pilot project. All individuals who signed up will receive a letter with additional information.

WE MUST BE DOING SOMETHING RIGHT!

HEIBs do have a contribution to make to consumer education programs...and they are making it. That's one of the points made by David Schoenfeld of the President's Committee on Consumer Interests in a speech to the members of the Association of Home Economics Teachers of New York City. He stated that industry, through efforts largely directed by home economists working for business firms, is doing more in consumer education than any other group to date. He also stressed the need for more interaction and exchange of ideas between home economists in all areas, business representatives, community workers and consumers.

HEIBs HELP IN NEW JOB TRAINING PROGRAM

Efforts are being made throughout the country to provide more and better household help and last March a program was launched here in New York City for that purpose. Called Household Management, Inc., it is one of seven such pilot programs throughout the country. Mary Louise Bopp, a graduate home economist, is training director of the New York center.

Household Management, Inc. operates as a training center to prepare women for positions as household aides, and also operates as an agency to place the women in jobs upon completion of the course. About 50 women have been graduated since the program was initiated in March. The training course lasts for ten weeks and includes units in food preparation, cleaning and laundering, child care, care of the elderly, and self-improvement.

A number of members of our New York HEIB chapter have been involved in this project, either in helping to get it started or in presenting programs for the classes. Companies represented include Corning Glass Works, Coats and Clark, Inc., Good Housekeeping, Lever Brothers, and Family Money Management Service. Miss Bopp stated that she is very appreciative of the help these companies have provided and is very willing to have other organizations speak to the classes. The demonstrations can be as commercial as desired, as long as they're related to one of the fields of study.

If you're interested in Household Management, Inc., either in providing a program or literature for the women, or in hiring one of the graduates, write to Mary Louise Bopp at Household Management, Inc., 131 East 23rd Street, New York, or call her at 254-4820.

PLEASE NOTE QUESTIONNAIRE TO BE COMPLETED BY

FEBRUARY 14 -- SEE PAGE 7.

H E I B I N A C T I O N

BE CHOSEN

· a special HEIB. Dis-
:ate Home Economics
Association, has inaugurated a yearly award to be given to the outstanding home economist in each section of the district. Through this award, they hope to stimulate each member to extend herself within her profession to help make a better world.

Nominees must meet the following criteria:
a) must be a member of AHEA, District 5 and the New York City HEIBs.
b) should have made a significant contribution towards interpreting home economics in and out of the profession.
c) should have given outstanding community and volunteer service to individuals and families.
d) should have provided dynamic leadership in her section.

Each nomination should be accompanied by biographical information plus documented evidence of eligibility such as newspaper clippings, news articles, and reprints of published articles. Recognition will be presented at the District meeting in May.

Send all nominations to Rose White, Nominations Chairman, U.S.A. Standard Institute, 10 East 40th Street, New York City 10016.

The deadline for nominations is Friday, January 31.

DEPUTY MAYOR TO SPEAK

Deputy Mayor Robert Sweet will be the speaker for our February meeting. In his position as personal representative for Mayor Lindsay, Mr. Sweet has first-hand knowledge of the past, present and future workings of the city. This will be a luncheon meeting, in answer to requests for many different meeting formats. Last year's luncheon meeting was a great success so you will want to be prompt with your reservation.

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THOUGHT FOR THIS ISSUE

We admire success...and scorn ambition.

FOCUS ON HOSPITALITY

Traditionally, the Hospitality Committee has been in charge of name tags, table decorations and helping to welcome new and prospective members. This year, a new dimension has been added to the committee's work. They are in charge of a program to invite chairmen and deans of home economics departments in local colleges to be our guests at our meetings. Through this program, we hope to familiarize students and faculty with the workings of Home Economists in Business and thereby encourage the students to consider our profession as a career. The program has been very effective thus far, according to committee chairman, Jeanne Golly. Invitations have been sent to Queens College, Brooklyn College, Rutgers University, Herbert Lehman College, Hunter College and the College of St. Elizabeth, and several have attended. If you know of any other college personnel, or other people working in related fields, who might be interested in becoming better acquainted with HEIB, contact Jeanne Golly at CO 5-2016.

SILENT AUCTION HAS A PROSPEROUS SOUND

The December meeting's Silent Auction netted a total of $206.00 for the Scholarship Fund. The program committee would like to thank all HEIBs and companies who contributed to the selection of things offered for bidding. Your response was very generous.

NEWS NOTES

THANK YOU for sending in information for the newsletter. The response has been even better than we expected. WE'RE SORRY that not all items appeared in this issue. Our scheduling and space fell victim to the flu. However, we'll make every effort to use them in our next issue. So keep us posted on newsworthy items. Contact a committee member or just drop it in the mail.

* * * * * * * * * * * * * *

NEW YORK POST, FRIDAY, MARCH 7, 1969

Post Daily Magazine

WORKING WOMEN

By SALLY HAMMOND

ARTICLE V: The Mothers Who Must

STUDIES IN POVERTY AREAS OF THE CITY HAVE indicated that many who wanted jobs were not looking for work because they couldn't arrange for child care.

In Central Harlem, 27 per cent of the "involuntary non-participants" gave this reason for not working. In East Harlem, it was 36 per cent and in Bedford-Stuyvesant, 35 per cent.

By contrast, the Day Care Council finds that one-third of families using their centers are "closed public assistance cases," meaning—with the children taken care of parents had gotten jobs and taken themselves off welfare.

The problems of the low-income working woman are many. Although city, state and federally sponsored training, education and guidance programs are available to her, she often lacks the carfare, the self-confidence and the time to take advantage of them.

Often her family's only meal ticket, she must take the job immediately available—one that requires the least training.

Thus, low pay becomes her worst problem, if she works in such unskilled or semi-skilled jobs as hospital or factory worker, waitress, cleaning woman, sales clerk or domestic.

Outmoded state laws governing female employment are partly responsible.

For example, domestic service is specifically exempt from state equal pay and minimum wage ($1.60) laws. And even though in the present shortage they may be making more in the city (the local hourly going rate is $1.75, says the State Employment Service) she is not protected elsewhere nor for the leaner years.

Also, laws dating from the sweatshop era aimed primarily at factory workers cut many women out of earning overtime pay by limiting them to a 48-hour work week (now amended to permit women 21 and over in factories to work longer for eight weeks in the first six months of the year). They have also been restricted in night work.

No women office workers are touched by these restrictions, suggesting that this "protective" legislation now serves to protect male factory workers from female competition. (Gov. Rockefeller once told a panel of experts who had arrived at this conclusion: "If you saw some of the opposition we get to modification of those laws, some of the arguments that are used, you would be even surer . . . that your conclusions are right.")

State Sen. William T. Smith of Elmira is trying to repeal these "limitations and discriminations." His bill, passed twice by the Senate, has been stopped, he says, by AFL-CIO opposition in the Assembly. He's seeking support for passage in the 1969 session.

Nationally, the median, yearly wage of 40-hour-a-week domestic workers at last reckoning (1966) was only $1,297, although in New York full time household workers who sleep out get about $65 a week including meals, if chores are basic. Sleep-in maids make $60 a week and up to $70 and higher if child care is involved.

(Other low-wage jobs are beginning saleswoman, paid $60-$65 in most big Fifth Av. stores (almost all non-union) and waitresses who earn $40-$45 plus tips. Charwomen take home about $62.

The fact is women don't like to be domestics. Household work is "stigmatized" for reasons bound up with history, custom and prejudice. To use a social worker's term, it needs "upgrading."

Hope in this direction comes from Household Management Inc. at 131 E. 23d St.—one of 7 government-financed pilot projects to recruit and train household workers "on a level far above the normal kind of home economics concept," says Edward Blackoff, the project director.

In 10-week classes, women learn to "cut time and motion, traffic patterns, how to move to gain benefit from exercise · aside from training in the whole gamut from household management to care of the elderly."

The school provides generous union-type benefits, gives its graduates an aura of professionalism and a $95 a-week salary. The employer pays the school $130.

"We're trying to resolve the inequities of a very responsible job that's been poorly protected and inadequately compensated," says Blackoff.

MORNINGSIDE HEIGHTS, INC.
90 Morningside Drive
New York 27, N. Y.
RIverside 9-1570

VOL. III, NO. 5
MARCH 14, 1969

NOTES

MORNINGSIDE COMMITTEE ON EDUCATION

'The World I Live In" is an exhibit of art work comparing what the ghetto child sees to the viewpoint of the child attending a private school. Work by students from P.S. 1, P.S. 129, The Dalton School and the Little Red School House in Manhattan; P.S. 23 and P.S. 51 in the Bronx, and J.H.S. 271 in Brooklyn; will be on display through March 28, 1-5 p.m., in the 6th floor offices of Household Management, Inc. (a government funded agency to train domestic workers in order to professionalize their status) 131 East 23rd Street. For information call 254-4820.

LONG ISLAND PRESS, SUNDAY, MARCH 23, 1969

Image of the Houseworker Undergoes Thorough Cleaning

By JOAN HANAUER

The average housewife is not a good employer.

The average houseworker is an untrained, unskilled employee.

The result is that women who hire household help end up entrusting their most precious possessions . . . sometimes even their children . . . to poorly paid people holding jobs with considerable responsibility and little respect.

That is the way Edwary M. Blackoff sees the domestic employment situation, and he is trying to change it.

Blackoff, 34, is the director of Household Management, Inc., one of seven demonstration projects in seven cities sharing $1.5 million in Federal Manpower Development and Training Act funds in an attempt to upgrade the job of houseworker to that of "household technician."

* * *

EACH OF THE PROJECTS has a different approach. Blackoff's, in New York, is an attempt to create a private, profit-making organization. In Washington, D.C., the Urban League, with the aid of four women's organizations, is aiming toward a self-supporting cooperative. In Boston, the Women's Service Club is working with Southern Negro migrants to that Northern ctiy. Other approaches are being tried in Philadelphia, Pittsburgh, Chicago and Manhattan, Kans.

Blackoff's program consists of a 10-week training course, five days a week, six hours a day, in which women learn everything from how to change a diaper to how to cook for a dinner party, with cleaning included along the way.

His offices include a "classroom" that holds several stoves, a refrigerator, mock bedroom and child's room, several bathrooms, even a back door complete with lined garbage pail.

Women who graduate are guaranteed jobs . . . and at higher pay than they could otherwise earn. Instead of working for individuals, they work for Household Management. They are assured a salary of $95 a week plus fringe benefits to bring the total to $115, as compared to the approximately $60 they could have earned previously in the New York market.

* * *

HOW IS THE PROGRAM working since the first class was held on June 17, 1968? There has been only one complaint from a customer, according to Blackoff. He has no trouble placing his "technicians." But the drop-out rate from the training program has been 50 per cent.

"Part of the problem is the fact that we are training, retraining, upgrading, underprivileged individuals with none of the traditional assets everyone else has," Blackoff explained during a UPI interview.

"These women have never been able to plan for the future because they never had any future potential."

Blackoff, a 34-year-old whose previous experience included setting up franchises for employment agencies that dealt in large part with the importing of foreign domestic help, added:

"How do you motivate people? How do we say this time it's for real? One way, of course, is to show blatantly that this will improve their financial position. What we offer . . . $115 including benefits or even just the $95 a week . . . is a meaningful improvement. It's not $255, which would be comfortable, but it is meaningful.

* * *

"WHAT WE CAN'T CHANGE so quickly is what people think, and in the long run our job is to change what people think and feel about household workers and household work.

"Look at the airlines. They took a girl and made her a stewardess, not a waitress. They gave her a pretty suit, a pretty pin, a diploma, and identity card that made her part of an organization. What we also have to do is improve our women's attitude toward themselves."

Blackoff, who wears an immaculately groomed beard and mustache and likes Edwardian-cut suits, has no illusions about his dropouts ("Predominantly, it's regression") but feels pride in those he is able to help.

CHATTER!

You have through Friday of this week if you would like to look in on a novel art show entitled: "The World I Live In." The show was sparked by the desire to find answers to some highly pertinent questions. How does the world look to children? How does it look to children who attend private schools, live in luxurious homes and who have "the best of everything"? And how different does it look to children who live in ghetto tenements, attend ghetto schools and play in ghetto streets? In order to find out just how the world does look to children of such diverse backgrounds, Household Management Inc., a company which provides professional household workers to private homes, sponsored this art show of the works of children from private and public schools. It dramatically depicts the worlds and viewpoints of youngsters (ranging in age from 6 to 12) in watercolors, crayon, oils, and other less conventional media. Participating were students from PS 23 and PS 129, Manhattan; PS 23 and PS 51, Bronx; JHS 271, Brooklyn; The Dalton School and The Little Red Schoolhouse. Children of Household Management clients and staff members also took part. Their offerings are on exhibit at 131 E. 23d St. on the entire floor which Household Management Inc. uses as a free-form apartment for the teaching of household skills. The art show is open to the public from 1 p.m. to 5 p.m. through Friday.

Dorothy Rose

NEW YORK POST, THURSDAY, JULY 17, 1969

Post Daily Magazine

THE MAID— A Learning Experience

ARTICLE IV: Graduation Day

By FERN MARJA ECKMAN

GRADUATION DAY IN the handsome, orange-and-white classroom-kitchen of Household Management Inc. is much like Graduation Day everywhere. Students mill about, self-conscious, smiling. Assorted friends and relatives, most of them female, one just a toddler, settle down good-naturedly. Teachers bustle by, issuing last-minute reminders.

Edward Blackoff, who heads HMI, splendidly mod with auburn Van Dyke and moustache, high-buttoned beige suit, royal and pale blue shirt, new-look tie, oblong sunglasses, announces the national anthem.

The audience rises. Blackoff starts the tape recorder. Faces are solemnly expectant. "Testing-one-two-three-four," says the machine. A small titter, quickly suppressed. Blackoff, a man resigned to the worst fate can offer, breathes deep and jiggles the switch. This time "The Star Spangled Banner" comes forth, metallic but recognizable.

There are the customary speeches. One is delivered with regal dignity and evangelical eloquence by Mrs. Le Uverne Ingram, an HMI alumna, very small, very straight, very dark. "I've learned a lot," she says, talking without notes. "I'm open to more learning. If I cease to learn, I die. You cherish your day. I cherished mine. I cherish yours."

At last, with a round of formal handshakes (plus a watch and an informal hug for each of two honor candidates with perfect attendance records), diplomas are presented to 13 middle-aged Negro women, certifying them as full-fledged "household technicians."

The ceremony winds up in a flurry of emotion and affection. It is in festive mood that faculty, household technicians and guests adjourn to sample the freshly made bread, the cold cuts, the made-not-bought potato salad, a luscious chocolate cake and coffee whose preparation constituted the final undergraduate exercise.

★ ★ ★

This gala event was the third of its kind since Blackoff established HMI's showcase quarters at 131 E. 23d St. a year ago last March with $317,185 in grants from the U. S. Labor and Health, Education and Welfare Departments.

The unit is one of seven pilot projects in seven major cities funded by Washington in a drive to revolutionize the low-pay, low-status, no-benefit, no-tenure household help occupation, an objective wholeheartedly shared by the non-profit National Committee on Household Employment.

It was, in fact, the NCHE, a clearing house and coordinator for nongovernment organizations striving to boost standards for domestic workers, that promoted the new demonstration program.

Grimly aware of both the magnitude and the urgency of the problem confronting NCHE, director Edith J. Barksdale says that 3 million of the 5 million household positions available in the nation will remain vacant because American women are increasingly reluctant to assume what they regard as financially unrewarding and socially demeaning duties.

The New York center, the only one run by a private firm that hopes to operate commercially as a combination training-and-employment agency when the tryout phase is over, does not pretend to offer a dream solution for the average working mother. Her tight budget is hardly elastic enough to cover the wages of a five-day-a-week Blackoff technician.

Operating like a temporary office worker service, HMI puts its fininshed product on the company payroll at $95 for a 40-hour week; assigns jobs; supervises them; guarantees paid vacations, handles Social Security, unemployment, disability, compensation and hospitalization insurance.

The fee to what Blackoff likes to call "the consumer" ranges from a bracing $28 a day for general cleaning and light laundry to an even more bracing $32 a day for the "Party Pack," which includes gourmet cooking. The difference between the charge to the employer and the salary to the employe covers fringe benefits and "a normal business profit."

★ ★ ★

Unlike most of her fellow-alumnae, Mrs. Ingram, mother of eight (age span: 3 to 24), grandmother of four, completed high school. It was not financial pressure that led her to HMI:

"My husband is a caretaker for the Housing Au-

thority. I teach Sunday school. We've lived in the same apartment for 19 years. But my children are growing up. Graduating, marrying, raising families. I wanted something of my own."

Last spring she spotted an HMI ad, registered in June, was in the first graduating class of 11 ("We had started with 22"). What could they teach her that she didn't already know?

"A modern outlook," she says. "New appliances, dishwashers, an electric knife. They made me aware of time. How you can do your work and have time for a stroll."

Five mornings a week, from 9 to 1, she does cleaning for "regular" people: a real estate broker, an accountant, a psychotherapist, a business man, a photographer.

"I have a girl of 8 and a boy of 12," Mrs. Ingram says. "I go out with them in the morning, and I leave my youngest with a friend across the street. By the time they come home from school, I'm home too. They stop and pick up the baby and bring her back. It works out fine."

She rejoices in a heady sense of freedom. Her salary is "strictly" her own. "For my whims, my wants, my bank account," she says, laughing. "No sharing." Everything about her work is good—except, of course, the food.

"All they have," says Mrs. Ingram, who weighs about as much as a large wishbone, "is diet cookies and diet soda and milk with 99 per cent of the fat removed." Her lips curl scornfully. "Who wants that? I want cream!"

★ ★ ★

HMI screens its applicants, rejects about half. The majority of those who enroll qualify under a federal antipoverty measure for earn-while-you-learn allowances that start at $44 per week for single women, gain $5 with each dependent, climb to a maximum of $74.

Yet, surprisingly, the dropout rate has been constant at 50 per cent.

"I'd like to see us retain 80 per cent," Blackoff said.

Moreover, of the 61 household technicians who survived the first three classes, only 26 remain in HMI's pool and enjoy their formidable new titles out in the field.

"Very candidly, the root cause is racial," said Blackoff, who has slashed the 10-week course to five. "We have to recognize that, not seep it under the carpet. This is an occupation identified with minority peoples, a stigmatized occupation, with the obvious consequence that the stigma has assumed racial overtones."

Blackoff was considerably more optimistic when HMI received its 15-month grant (now expanded to 27 months). ". . . Many thousands of professional people are unable to go to work because they can't find individuals to manage their homes or care for their children while they are at work," he said then.

"At the same time, many thousands of unskilled people are unemployed when they could easily be trained for such jobs . . ."

He is wiser now, more cautious. "We have dropouts, lateness and absences," he acknowledged. "Essentially there is an inability to be motivated—or possibly to motivate. Many middle-class people find this hard to understand. You are aware that you may not be able to help all those you enroll, but you feel that you should try."

Some New Yorkers, rejecting Blackoff's explanation as too easy, attribute the shortage of domestic help to the welfare system. These critics point out that young mothers who in a previous era took day-work jobs, farming out their children with relatives and neighbors, now receive Aid-to-Dependent-Children benefits at home. Of the 368,602 cases on public assistance early this year, 192,195 were in the ADC category.

★ ★ ★

"All I ever done was household work,," says Mrs. Deanna Parker, 45, with a round, open, pleasant face under a still-short Afro. "I'm still connected with a family I've been with for 17 years. They hate to let me go. They're really to me like my family.

"To be truly frank with you I can't think of anything about domestic work that I don't like. But the hours I didn't like. What makes this program so beautiful is you know you work only eight hours. It's a relief to know you'll be home at a certain time. You can *plan* on it."

She spells out what she has learned at HMI.

"On my cleaning jobs, all my life," she explains, smiling, "I've done work in two rooms at once. And if I went to the bathroom, I'd straighten things out there too. Now I've found it's better to finish one room entirely.

"I've learned to take a shopping cart—or even just a paper bag if there's no cart around—and load it with all the equipment you need for cleaning, and then carry that around with you instead of running back and forth.

"In preparing food, it's better to take everything on a tray and put it where you're working. That way you save steps, energy and time.

"I thought I was efficient when I came here. But I'm going to be much more efficient. I learned about being organized. About organizing *myself* . . ."

Mrs. Lee O'Brien, 52, shy and friendly, is planning a three-week tour to Europe.

Married 18 years, she trained at HMI after her husband had had a stroke. "I tell him, 'Look how many years you took care of me,'" she says. "He used to be in the Merchant Marines. He's been all over the world.

"I didn't have much to say before I went to work. I was afraid to open my mouth. But I could cook in any language. My father was Greek, my mother was Polish, and I have Jewish and Italian friends.

"But Household Management gave me confidence. That's the most wonderful thing they could have taught me. I lost some weight, I cut my hair. And now I work five days a week, eight hours a day, all for one family.

"Sometimes now I splurge on something. Before, I felt I should be careful. My husband is getting better. And now I'd like to catch up with him. I would like to go see the Tower of London, the Crown Jewels, Shakespeare's Stratford. Maybe a side trip to Ireland. They have excursions like that, $300 to $400.

"I enjoy life more. I'm back in this world again. Now," says Mrs. O'Brien, "I never stop talking!"

SEPTEMBER 1969

One of a series:

Developing an interest in urban problems, Mary Louise Bopp successfully diverted her home economics training from writing and promotion to educational social service.

Home Economics Sparks Unique Career

CHANGING SOCIAL NEEDS advanced a new home economics career for Mary Louise Bopp. As assistant director in charge of training for Household Management Inc. in New York City, she is involved in one of seven pilot projects launched in 1967. These were developed by the National Committee on Household Employment, formed in 1965, and are funded by the Manpower Administration, U. S. Department of Labor, and the Office of Education, Department of Health, Education and Welfare.

The test program was inspired by the report of a commission on the status of women appointed by President Kennedy. It pointed up that household employees, a vanishing group, enjoyed few of the improved working conditions, salaries and status won by workers in other occupations in recent years. And many women had to forego professional careers because they could find no one willing and qualified to take over household management and child care.

The general goal of the program is to upgrade domestic service, placing it on a professional basis. Household workers will now be called household technicians. So they will merit this title, Household Management Inc. undertakes to recruit new and retrain former workers; develop and upgrade skills in household management; provide jobs with wages and working conditions that give dignity; and most important, to change the attitude of employers as well as employees.

Directing this type of training, Mrs. Bopp finds, makes good use of both her home economics education and past experience. When she heard of the position she was working with the Department of Agriculture and met Betty Fitzgerald,* home economist from the New York Housing Authority, in connection with "An Experiment in Urban Extension" at Hunter College.** Then and there a new home economics career was born.

After graduating with a B.S. in home economics from Drexel Institute of Technology, Mrs. Bopp decided to go into demonstration and home service. She spent several years as a home economist and home service director for several utility and equipment companies, and in 1954 became equipment editor of *Today's Woman*. Turning her talents to writing and the exciting world of publicity, as an account executive she appeared on television and radio and lectured to women's groups across the country. She was working in this field when she embarked on her present undertaking.

Although educational social service arrived late in Mrs. Bopp's career, she believes it was always a latent influence. Her mother started the Visiting Nurse Association in the Pennsylvania town where Mrs. Bopp was born, and she grew up in an atmosphere of case histories and constant endeavors to obtain needed items for the less fortunate. She says she was oriented to home economics when at the age of 10 she baked some biscuits that proved edible!

Directing training of household technicians, Mrs. Bopp feels, calls for not only experience in home economics but for plenty of energy, imagination, ingenuity, resourcefulness and a strong belief in the abilities of human beings.

The students at Household Management Inc. range from 18 to 57 years of age, with an average schooling of six years. The variances in age, education and background present many specific training problems. The curriculum consists of home management, food preparation and serving, cleaning and laundering, child care, care of the elderly (these two skills are most in demand) and self-improvement.

"To work in the field of educational social service," says Mrs. Bopp, "demands constant awareness of the student's needs and problems. It may mean subjugating some of your own most treasured middle-class values and substituting others that are more realistic for the here and now in social development. Home economists have a great opportunity to serve humanity by combining their skills and experience with sensitivity and sympathy."

In addition to the satisfactions of her work, Mrs. Bopp has also created her own homemaking pattern to enjoy. For 10 years she and her husband owned and operated a ski lodge in New York State. They have now sold it, and have bought three old Brooklyn brownstones to renovate. They live in one, where a terrace for sunning, fireplaces for winter evenings, and a garden with 25 rose varieties, herbs, rhubarb and tomatoes add the pleasures of the country to the convenience of urban living. ***

See WHAT'S NEW IN HOME ECONOMICS, *November 1968, Home Economics Sparks Unique Career, and **October 1968, Home Management Course Is Reoriented to Urban Family.

Newark Sunday News

NEWARK, N.J., SEPTEMBER 28, 1969

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Federally Financed Company Training Help for Homes

Newark News N.Y. Reporter

NEW YORK — The way to attract household help is to offer better pay. The best way to encourage better pay is to give better service.

These simple rules form the backbone of an unusual federally financed company called Household Management Inc., 131 East 23rd St.

Edward Blackoff, 34, who got an insight into the growing problem of houseworkers by helping 1,500 domestics enter this country each year, is the moving spirit behind Household Management Inc.

When the firm last week celebrated its first anniversary, Blackoff said the program seems certain to be successful. Already, 116 have been graduated from the course. There are 50 with regular jobs, all of them provided and directed by Household.

For one of Household's workers, an employer pays $130 for a 40-hour week. Of that, $95 goes to the employe and the rest to benefits for the employe and for the operational expenses of the firm.

An assortment of courses which give students a special insight into household problems is offered at Household. A technician sent by Household can give "through dinner" service—light housekeeping, preparation and service of food and after dinner cleanup. Or one can give the kind of service professional or businesswomen might need to keep their homes.

Bachelors will find them ready to do general cleaning, light laundering and ironing, errands and shopping. And the cares of the household can be lifted from the shoulders of the elederly.

Moving can be made easier with the help of Household Technicians. They will enter a home and take charge of all the multiple pre-moving details and be on hand in the new home to get it set back to rights. There are even camping and travelers' services.

Blackoff got the backing of the Manpower Administration by citing some of the lessons he learned from the domestics he shepherded into this country. Low pay meant trouble on the part of the domestic and the employer. Lack of skill made it impossible for an employe to obtain proper pay, said Blackoff.

In the unique school operated on East 23rd St. the pilot program has a capacity for 240 persons.

"Initially," said Blackoff," we started with the concept of training for all non-licensed services including janitorial and institutional work. We want to upgrade the status of these employes. There are millions of jobs unfilled in this country. Yet many thousands of professional people, particularly women, are tied to houshold responsibilities because they cannot find adequately competent persons to do the work. We are remedying that."

The government is investing $1.5 million to see if Blackoff can do it.

INTRICACIES OF BAKING — Household Management Inc. technicians are guided by instructor, right, through the various stages of baking a cake.

133

40 CENTS

DECEMBER 1, 1969

NEW YORK

The Passionate Shopper

The Wages of Cleanliness

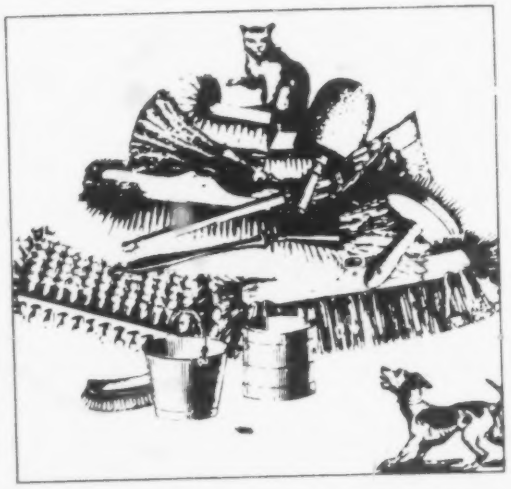
By Jane O'Reilly

"... Apartment-cleaning services are expensive, a fact middle-class housewives whine about, but they're not *that* expensive..."

The husband of the lady in 14C ran away to Queens last week with the *au pair* from 14A. The lady in 14C said it was all very dramatic and annoying and she certainly hoped now he would be happy. "The *au pair* is one of those Scandinavians," she confided, "always flailing away with a dust mop. I never came up to his standards; his brushes had to be exactly two and three-quarter inches from the edge of the bureau top. My own housekeeping instincts run to gypsy grotto." She settled back comfortably into a nest of old newspapers and dirty coffee cups, obviously considering the loss of a husband a small price to pay in exchange for freedom from worrying ever again about dust under the bed.

If you and your husband or roommate or landlord or better self also disagree on the nature of the nesting instinct, there are less radical solutions. They are expensive, but so is divorce.

Usually we—the dirty homeowner—begin by calling up all our friends and moaning about how we just need someone to clean. We expect, despite all experience, to find a jewel who will scrub floors on her hands and knees. We get someone whose enthusiasm for scrubbing floors is even lower than our own, due to her having to do it every day for the generous sum of $15 or so, plus carfare and a cold bologna sandwich for lunch. Aside from the inhumanity of the arrangement, she will also have to be introduced to the vacuum cleaner, the washing machine and the furniture that must never be polished, *ever*.



Household Management, Inc. (131 East 23rd Street, 254-4820) is a pilot demonstration project funded by HEW and the Department of Labor—one of five such projects in five large cities. After a five-week training course and a two-week internship, graduates are put on the Household Management payroll, earning $95 a week for a 40-hour week. The idea is to make housekeeping a profession and to provide training for efficiency and self-respect. The office inquires carefully into the kind and amount of work to be done ("We find that most women have no realistic idea of how long it takes to do specific job"), and if the employee is confused, there are three field supervisors who will advise her on the job. Thursdays and Fridays are big days, and the agency likes a little warning ahead. The customer pays $26 a day and $15 a half-day, and, importantly, Household Management says that it pays its employees more of what you pay than any other service. Household Management's unique service is that its women are trained for anything: baby-sitting, infant care, marketing, cooking, convalescent care, homemaking, helping at parties. They are, in my experience, the best cure in town for a flu-ridden mother.

Household Management Company (131 E. 23rd St., NYC, 254-4820) runs the kind of program that Republicans are always jawing about but rarely initiate. The first half of the story is that HM provides competent, reliable domestic help who will clean your apartment or home (vacuum, make beds, clean bathroom and kitchen, take out laundry, etc.) for $13 per half day. For $32 a trained HM employee will come in for eight hours some evening, prepare for your party, serve it and clean up. The service has been a big success so far (reservations are booked a week in advance). The more interesting half of the story was told to me by L. James Wilson, HM's vocational counselor, himself a former poverty worker. HM is the first private company to have been funded by the government to upgrade the status of domestic work. Men and women with little education are recruited for a 10-week, 300-hour course which trains them in all phases of domestic work. The second class, which ended before Thanksgiving, graduated 30 people. Then HM hires all the graduates, at a minimum wage of $80 a week for 40 hours, plus vacation and hospitalization. Students who wouldn't be able to take the course because they'd have to hire a babysitter are given a government hardship stipend of $30-44 a week to attend. And soon HM employees will be able to buy shares in the company.

PRESS RELEASES

HOUSEHOLD MANAGEMENT, INC.

131 EAST 23 STREET - NEW YORK, NEW YORK 10010 - TELEPHONE 254-4820

CHANGING EXHIBITS TO BE FEATURE OF
HOUSEHOLD MANAGEMENT TRAINING CENTER

Exhibits that aid the homemaker by making her aware of the newest and most advanced products available to her and that serve to prompt imagination and new thinking in the home maintenance area are one of the highlights of Household Management Inc. training school in New York.

Ernestine Mitchell, a member of HMI, a federally sponsored project to help upgrade the status of household employment, is in charge of the exhibit area that has been set aside by Edward Blackoff, head of HMI. Says Ernestine, "We have planned exhibits that would relate to the homeowner. We will spotlight new products, new equipment and new ideas in exhibits that change each month."

The first display involves the use of paper. Miss Mitchell, who is in constant touch with manufacturers and companies in the household products field, assembled over a hundred different items that were inexpensive, made of paper, and would be a fine addition to the home. "The only problem we encountered with the first display was that people kept wanting to buy the items from us!" Ernestine explains with a smile.

A career development training under a contract from the Manpower Administration, U. S. Department of Labor and the Office of Education, U. S. Department of Health, Education and Welfare.

HOUSEHOLD MANAGEMENT, INC.

131 EAST 23 STREET - NEW YORK, NEW YORK 10010 - TELEPHONE 254-4820

EDWARD M. BLACKOFF

DIRECTOR OF HOUSEHOLD MANAGEMENT INC.

At thirty-three Edward Blackoff, head of Household Management Inc., has had a brilliant career in the field of household employment. Prior to concentrating all of his energies on the federally sponsored HMI pilot project to upgrade the status of household help, Blackoff was active in the importing of domestics into the United States at the rate of almost fifteen hundred a year. With recruiting centers in fourteen European countries, Blackoff's operation gave him a first hand experience involving immigration (recommendations he made to the government have been incorporated into U.S. immigration policy) as well as a knowledge of American household problems from which his book, "How To Solve Your Servant Problem" was written.

The formation of Household Management Inc. occurred when Blackoff realized the necessity of upgrading the status, both economically and socially, of household help. He approached the federal government with his idea for a pilot training program to school household employees in their field. He is presently involved in a one year project with the government which will, if successful, become a model for further training projects and schools across the country.

A career development training under a contract from the Manpower Administration, U. S. Department of Labor and the Office of Education, U. S. Department of Health, Education and Welfare.

Other exhibits are now being planned. One that will be opened soon will be a show for young brides. "We will have a full spectrum of what is available to them in setting up the home.... including a variety of the types of cookbooks they can purchase."

HMI's exhibit area is open to the public daily from 2 - 5 every day of the week. A visit can include sitting in on the classes training women to be the best in the home service field. Prospective employers should find the hours well spent. There is no charge.

HOUSEHOLD MANAGEMENT, INC.

131 EAST 23 STREET - NEW YORK, NEW YORK 10010 - TELEPHONE 254-4820

THE STORY OF HOUSEHOLD MANAGEMENT, INC.

"Our task is threefold. First: to recruit and develop skilled household technicians. Second: to provide jobs at wages and work-conditions that give dignity to the employee. And, third: to change the attitude of employers and workers in the household field." Speaking to a prospective employee is Roberta Gottlieb, Assistant Director for Job Development, Evaluation and Placement for Household Management Inc., one of seven federally funded programs under a U.S. Department of Labor pilot project that will invest $1.5 million in an effort to upgrade household employment.

Mrs. Gottlieb is one of twelve employees working at Household Management Inc. the New York based company that will provide training and work experience for 120 persons and place them with homemakers as well as with companies that will use them to free valuable employees for work. HMI is headed by Edward Blackoff, a thirty-four year old New Yorker who has been in the placement field for many years.

"Initially we started with the concept of training for all non-licensed services including janitorial and institutional work. We presented this project to the Department of Labor and The

A career development training under a contract from the Manpower Administration, U. S. Department of Labor and the Office of Education, U. S. Department of Health, Education and Welfare.

Office of Education," Blackoff explains. "By the time it was refined, the proposal had been reduced in size, funds, the number of trainees and, most important, the occupations covered."

"But the goal has remained the same. We want to upgrade the status of these employees. The entire program as I see it, functions by virtue of contradiction. There are millions of jobs going unfilled in this country. Yet many thousands of professional people are unable to go to work because they can't find individuals to manage their homes or care for their children while they are at work. At the same time, many thousands of unskilled people are unemployed when they could easily be trained for such jobs. The greatest irony is the fact that the two most important areas in any person's life -- maintaining the home and caring for the children -- fall into an occupation that is stigmatized."

To alleviate this problem, Blackoff's firm, through a one year government grant, will attempt to educate the two groups involved. "First we will train people who are handicapped by inadequate skills and training. We want to get rid of as much of the occupational stigma of this job by improving the standards of those already so employed and by creating new occupations for others. We also want to educate those who will be employers and change their attitudes toward their employees."

The present situation in household employment is the main factor that has led to the government sponsoring the program and HMI's pilot project. Presently $66.00 a week is the average salary (40 hours) of a household employee. What HMI and the government would like to establish is a higher basic salary - $14.00 per week more - and an additional $18.00 per week in benefits for employees including 2 week vacation, hospitalization insurance, social security, unemployment insurance and compensation and disability insurance. In order to accomplish this, HMI itself will be the employer and subcontract its trained employees to homemakers in need of such services.

"Our recruitment will cover two fronts. One is the students who will, upon graduation, become employees. The other is the homemakers who must agree to participate in the program - who have to pay wages for services performed. These homemakers are really pioneers of a sort since this is a concept that will alter the help situation so that it may even be detrimental to homemakers in terms of higher salaries paid. But, obviously, our goal is to raise the standard of employee performance to justify these higher salaries," says Blackoff.

The program itself centers around the HMI classroom and demonstration/training facilities at their offices at 131 East 23rd Street

in New York. During the next year, in four cycles of ten weeks, a total of 120 people will be put through the training program. HMI has been alloted forty weeks for training and 12 for evaluation under the present government program.

Mary Louise Bopp, Assistant Director For Training at HMI, explains the actual curriculum. "After we have selected our potential students and they have agreed to participate, we start with an orientation and self improvement schooling where experts in such fields as beauty and physical fitness will let the employees know that we are interested in them and hopefully will get them interested in themselves."

"Home management comes next. Our staff includes two home economics teachers who will instruct in areas including purchasing food, managing money, making decisions in the home; all of which our employees may be called upon to do and which we must equip them to do. Food preparation and serving, cleaning and laundering, child care and care for the elderly follow. Classes will run 5 days a week, 6 hours a day for 10 weeks. The final week will be for practical and skill examinations."

Mrs. Gottlieb stresses, "Our program is open to all ages and all backgrounds. We would like to attract people who have never con-

sidered household management as a career, especially since our program offers training and employment. We want to have a total change of attitude occur on the part of employee, employer and the general public."

The eventual goals of the federal government and of HMI in this area, where a million and a half workers are already employed full or part time, is to train for special areas besides providing a basic employer/employee education. Adds Blackoff, "There are special areas like child care and care for the elderly where we feel we will be successful in placing our graduates."

If HMI is not successful in making this project a viable commercial success, the government will then examine the six alternate methods which have already been chosen and are in operation. "The Federal government is concerned with upgrading the status of all employment both sociologically and economically. HMI is the pilot project of a program encompassing 6 projects. I am sure that within the next 5 years, a satisfactory training and placement program will be found. This profession is an essential one to the homemaker of today," Blackoff concludes.

HOUSEHOLD MANAGEMENT, INC.

131 EAST 23 STREET - NEW YORK, NEW YORK 10010 - TELEPHONE 254-4820

HOUSEHOLD MANAGEMENT INC.:

NEW SERVICE FOR HARRIED HOMEMAKERS
AND HINDERED PROFESSIONAL WOMEN

The United States Department of Labor and Office of Education has recently underwritten a pilot project that will allow professional people to pursue their careers where they may now be handicapped by having to concern themselves with household management due to a lack of qualified household employees. By subsidizing the training of those presently employed as household help to the point where they can be certified as professional household technicians, the government hopes to solve a number of employment problems.

In conjunction with Household Management Inc., a New York based firm supplying household help to homemakers, the government has underwritten the cost of training a test sampling of 120 individuals in the field of home management, child care and care for the elderly. This training program will operate in four cycles over a period of forty weeks and, a subsequent 12 week evaluation period following the entire test. HMI hopes to be able to sponsor a large number of similar operations in major cities throughout the U.S.

A career development training under a contract from the Manpower Administration, U. S. Department of Labor and the Office of Education, U. S. Department of Health, Education and Welfare.

"The purpose is to upgrade household employment standards and to provide many worthwhile opportunities for applicants in household management," Edward Blackoff, head of HMI explains. "Our task is threefold: First to recruit and develop skills in household management; second, to provide jobs at wages and working conditions that give dignity; and third, to change the attitude of employers and employees in the household field. We also hope to induce people into the field who previously would not have thought of household management as a career.

By removing household employment from the direct person-to-person relationship in which a "master-servant" stigma still exists, HMI hopes to change such employment into an industry in which the employee actually works for a company, receives professional training, is bonded, receives employee benefits, and in which the homemaker can obtain reliable, skilled help from a company with its reputation at stake.

HMI's pilot program is one of seven projects on which approximately $1.5 million in Manpower Development and Training Act Funds will be spent. By the completion of these pilot programs not only will new attitudes and methods have been developed to make household management a more attractive and rewarding occupation, but

homemakers who should be pursuing a professional career will have the opportunity to employ individuals whose abilities allow for day-to-day peace of mind about their homes. States Blackoff, "The 2 most important areas in life are maintaining the home and the caring for the children. These areas can now be in the hands of the professionally trained, on a full or part time basis, at a cost that is within the range of most homemakers."

HOUSEHOLD MANAGEMENT, INC.

131 EAST 23 STREET - NEW YORK, NEW YORK 10010 - TELEPHONE 254-4820

PROFILE OF A HOUSEHOLD MANAGEMENT TRAINEE

Mrs. Miriam Engels is a high school graduate from New York City who has never been able to earn more than $75 a week since she finished school in 1951. The mother of four children, Mrs. Engels recently enrolled in the federally sponsored training program run by Household Management Inc.

"I read about the program in an ad in the Daily News," she says. "Having worked as a factory production line employee, a file clerk, and a meat wrapper, I decided to give this a try." Mrs. Engels admits, however, that she had never had any desire to be household help. "I hadn't done any household work before because I always thought that it was a low grade thing. I wanted to try what Household Management had to offer because it seemed like a way to do it in a dignified manner."

Mrs. Engels, who felt that "this was a chance for me to help myself on my own initiative", is now part of the first ten week training program that will eventually lead to employment in the household field. She reports that she is satisfied with the training period since it allows her to earn a job. "Instead of searching for work I can earn it; work towards it and earn it."

Eventually she hopes to specialize in the field of child care. "I have four children and even if I don't graduate from the program it will have benefitted me in general since I'm sure I'll be a better mother. After the program, however, I'd like to find a job working with children."

Summing up the program itself, Mrs. Engels says, "This whole thing of training people for these jobs gives me a new feeling about taking one of them. I'm sure that I will feel good about my skills and that alone makes a big difference in attitude."

A career development training under a contract from the Manpower Administration, U. S. Department of Labor and the Office of Education, U. S. Department of Health, Education and Welfare.

HOUSEHOLD MANAGEMENT, INC.

131 EAST 23 STREET - NEW YORK, NEW YORK 10010 - TELEPHONE 254-4820

A PLAYBOY BUNNY IN YOUR HOME? WELL, ALMOST!

Hugh Hefner, publisher of Playboy Magazine, changed what was basically a waitress into a highly paid and very glamorous employee when he introduced the Playboy Bunny via his world-wide Playboy Club network. The airlines of America also made what was essentially a waitress' position into a glamorous, enjoyable profession, airline "hostess". Now the U.S. Department of Labor, in conjunction with private enterprise, is attempting to make a technician of the household employee. Hopefully, the stigma of being household help will no longer exist. Instead, a trained and skilled household technician will be available through a household management firm on either a full or part time basis.

"'Glamour' is not the right word for what we have in mind, Edward Blackoff, head of Household Management Inc. which is carrying out part of the government's first pilot project says. "But 'professionalism' is. The purpose of the entire program is to upgrade household employment standards and to provide many worthwhile opportunities for those involved in the household field. Our actual task is threefold. First to recruit and develop skilled workers through a ten week training program. Second to provide

A [redacted] development training under a contract from the Manpower Administration, U. S. Department of Labor and the Office of Education, U. S. Department of Health, Education and Welfare.

jobs, wages and working conditions that give dignity and, third, to change the present attitudes of employers and workers."

To carry out this pilot program, Household Management has constructed, in New York City, the first of what hopefully will be many training centers. "We will provide practical training in the areas of child care, home management, food preparation and service, care of the elderly, and equally important, will have introductory courses that deal with the employee herself which include beauty aides and physical fitness classes. These will stress our interest in the employee as an individual and hopefully, get the employee interested in bettering herself," Blackoff explains.

HMI's pilot program is one of seven projects on which approximately $1.5 million in Manpower Development and Training Act Funds will be spent. Each pilot project is a different approach to the same employment problems. Upon the conclusion of these programs, not only will new attitudes and methods have been developed to make household employment a more attractive and rewarding occupation, but present homemakers who would (or should) be out pursuing a professional career will have the opportunity to free themselves by employing individuals whose home management talents are guaranteed.

SICILIA associates inc.

Advertising / Public Relations

FOR IMMEDIATE RELEASE: JANUARY 30, 1970

PRIVATE FIRM WORKS TO OBTAIN PASSAGE OF MINIMUM WAGE LAW AMENDMENT TO INCLUDE HOUSEHOLD AND DOMESTIC WORKERS IT EMPLOYS

In a seeming contradiction to the usual business tactic of keeping employees' wages as low as possible in order to increase profits, Household Management Inc., a government funded but privately owned corporation has given itself to the task of getting passed, an amendment to the New York State law establishing a minimum wage for household workers.

Assemblyman Joseph J. Dowd (Democrat, 52nd District) spoke before a group of 35 community leaders and representatives of state and city social agencies at a recent meeting which was sponsored and organized by Household Management Inc. Assemblyman Charles Rangel (72nd District) and State Senator Robert Garcia's representative, Vicky Spiegel promised their support in this effort. Assemblyman Dowd pledged his support for a bill that would include the domestic worker under the protection of a minimum wage law. "It is high time household workers were brought up to the decent human living wage that most other New Yorkers enjoy", he said.

420 LEXINGTON AVENUE NEW YORK 10017 · 212 MU 6-0262

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SICILIA associates inc.

Advertising / Public Relations

Dear

Perhaps you already know about Household Management Inc. Briefly, it is a service that provides women to clean house, babysit and for cooking and convalescent care on a day-to-day basis.

Recently, one of the goals of Household Management has been the introduction of an amendment in the New York State labor law into the State Assembly to provide a minimum wage for domestic workers who were previously excluded from the minimum wage law.

The attached press release describes some of what has happened. Mr. Teddy Foy, Household Management's Director of Community Relations, is available for radio and television appearances to state the position of the backers of this change. We all feel that the public should know the whys of this situation and be made aware that their support can make the law a reality.

Won't you please consider Mr. Foy, an articulate spokesman for this cause, for a guest appearance on your show.

Sincerely,

DS/eg
enc.

Dominic Sicilia

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Advertising / Public Relations

ASSEMBLYMAN TO INTRODUCE BILL CALLING FOR
DOMESTIC WORKERS' MINIMUM WAGE

Assemblyman Joseph J. Dowd (Democrat, 52nd Assembly District, Brooklyn) announced at a meeting this week that he would introduce a bill at the next session of the State Assembly calling for a state-wide minimum wage for household and domestic workers.

Assemblyman Dowd spoke before a group of 35 community leaders and representatives of state and city social agencies at the meeting which was sponsored and organized by Household Management, Inc., 131 East 23 Street, a federally funded training program and placement service designed to upgrade the status of household workers.

The current minimum wage law that affects most workers in the state and city does not include domestics. The 1966 average wage for household workers who worked full time for 50 to 52 weeks a year was about $1300, according to the U.S. Department of Labor.

Assemblyman Dowd pledged his support for a bill that would include the domestic worker under the protection of a minimum wage law. "It is high time household workers were brought up to the decent human living wage that most other New Yorkers enjoy.", he said.

He also praised the work of Household Management, Inc. which, under a federal grant, trains women to be skilled household technicians, and guarantees its graduates a weekly salary of $95 along with fringe benefits like hospitalization insurance, paid vacations, and social security, usually not accorded to domestic workers.

CONTACT:

420 LEXINGTON AVENUE, NEW YORK 10017 • 212 MU 6-0262

He also praised the work of Household Management Inc. which, under a federal grant, trains women to be skilled household technicians, and guarantees its graduates a weekly salary of $95.00 along with fringe benefits like hospitalization insurance, paid vacations and social security, usually not accorded to domestic workers.

Subsequent to the December meeting Teddy Foy, HMI's Director of Community Relations, spoke to Senator Basil Paterson (27th District) and Assemblyman Mark Southall (74th District) regarding the amendment of the labor law. They were both eager to help make this act a reality. On January 14,1970 Assemblyman Southall did introduce this amendment to the State Assembly.

The current minimum wage law that affects most workers in the state and city does not include domestics. The 1966 average wage for household workers who worked full-time for 50 to 52 weeks a year was an incredibly low $1,300.00, according to the United States Department of Labor.

Teddy Foy is spearheading the campaign to unite community leaders in support of the act. Foy explained why Household Management would want wages to be higher even though they had to pay them. "We feel that the real goal of this company is not to make as much money as possible, but to educate both the employer and the employees as to the factor of human dignity in this relationship. We feel that the establishment

of a minimum wage would be a major step in this direction. Actually, the real acceptance of this career category will help build a true industry in which we will prosper in the long run. Everyone, including the employers who cannot find good help, will benefit from these changes."

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CONTACT: Dominic Sicilia

MU. 6-0262

TERM CURRICULUM - PHASE I

Household Management

The role of the employee in the home:
- Decision-making
- Relation to family members
- Attitude toward work

Managing a household to meet varying family needs:
- Size and composition of family
- Cultural and religious background
- Income, style of living
- Patterns of living - employment of family members, participation in community affairs, entertaining, vacations

Planning home maintenance activities:
- Responsibilities of employer and employee
- Developing a plan of work
- Testing the plan
- Adjusting plan to fit needs

Maintaining the home efficiently:
- Establishing job priorities
- Evaluating household tasks
- Eliminating or modifying tasks
- Techniques of saving steps and time
- Dove-tailing and grouping tasks

Money Management:
- Responsibilities of employer and employee
- Keeping records of household expenses

Shopping:
- Planning purchases
- Selection (standards, grades, quality, relative values, sales)
  - Food and household supplies for families of varying sizes
  - Food and other items for entertaining
  - Special household needs such as clothing, linens, utensils

Care of Living Areas

Introduction to cleaning:
- Planning work - general cleaning procedure
- Working efficiently - body movements and coordination
- Care of hands
- Basic tools and cleaning materials
- Safety

Use of cleaning equipment and materials:
- Proper handling
- Precautions

Special cleaning jobs:
- Walls and floors
- Woodwork
- Furniture - wood and metal, upholstered
- Floor coverings - rugs, carpets, wood, tile
- Window coverings - venetian blinds, draperies, shades, curtains
- Bedroom - mattress, springs, bed-making
- Kitchen - surfaces, appliances, cabinets (wood, metal, formica)
- Family treasures - antiques, silver, crystal, china
- Storage areas - book cases, clothes closets, food & equipment closets

Care of Clothing and Home Furnishings

Laundering:
- Sorting the clothes
- Fabric washability - identifying fabrics
- Spotting and stain removal
- Use and care of the washer
- Hand washing
- Types of detergents

Drying the laundry:
- On the clothesline
- Use and care of the dryer
- Special drying problems

Ironing:
- Preparation for ironing
- Spotting
- Use and care of the iron
- Ironing special items
- Pressing

Care of special items:
- Irish linens
- Draperies
- Slipcovers
- Plastics
- Pillows
- Shower curtains

Mending and minor alterations

Putting clothes away!
- For current use
- Seasonal storage

Food Preparation and Service

Introduction:
- Recipes and instructions
- Equipment and utensils
- Supplies and ingredients

Foods - Basic methods of preparation; ideas for attractive service:
  Main dishes - meats, poultry, fish, eggs, cheese, casseroles,
   gravies and sauces
  Vegetables and sauces
  Salads and salad dressings
  Breads - muffins, biscuits, rolls, pancakes, waffles
  Desserts - plain and fancy
  Beverages - coffee, tea, cocoa, punch, wines, garnishes

Family and party meals - Planning, scheduling work, setting up
 & serving:
  Dinner
  Lunch
  Breakfast
  Special meals - barbecues, picnics, brunch
  Special meals - ill or convalescent adult, child or aged person

Make-aheads, frozen or refrigerated:
  For family and party meals
  For cocktail parties and buffets

Convenience foods:
  Canned
  Frozen foods
  Mixes

Appliance meals:
  Broiler, electric skillet, blendor

Special service - food preparation, setting up, last minute
 preparation, serving, care of glassware and china:
  Cocktail party
  Tea
  Reception

Care of food and equipment:
  Storage of food
  Dishwashing
  Metal polishing
  Handling fine china, silver and crystal
  Cleaning up the kitchen and dining area

Care of Children

A safe environment
  First aid and emergency action
  Preventing accidents and illness
  Signs of illness

Care of the infant:
- Food needs - making formulas, preparing food and feeding
- Emotional needs
- Bathing
- Care of clothing
- Needs for rest and sleep
- Play and toys

The toddler:
- Physical and emotional needs
- Discipline
- Preparing food and feeding
- Toilet training
- Rest and sleep
- Play - quiet and active, toys and games, books and stories

Special needs of the older child

Responsibilities outside the home:
- Taking children to the park, doctor, school
- Using public transportation
- Use of the family car

Care of the sick child:
- Following directions of doctor and parent
- Keeping the child happy
- Special diets

Children's parties:
- Planning and helping with games
- Planning, preparing and serving food

<u>Care of the Elderly</u>

Understanding the older person:
- Emotional needs - acceptance of this stage in life cycle and maintaining an interest in life; dignity and sense of worth
- Religious and cultural differences

Responsibilities of caring for the elderly:
- Relationship of employee to elderly person
- Role of employee in household - in relation to other members; in making decisions, paying bills, and transacting other business
- Reasons for care - illness, inability to walk, senility, companionship
- Living conditions - lives alone, with family, adequate or less than adequate income
- Accident prevention and emergency action

Work requirements of job:
- Differ with need - not nursing or major cleaning, laundry or yard work
- Personal care - grooming and dressing, reading aloud, preparing and serving meals, minor care of living area, help with business transactions
- Social - helping with correspondence; accompanying to doctor's office, church, barber shop or beauty parlor; entertaining friends.

W E E K L Y _ C U R R I C U L M

HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30 to 9:00	Orientation & self improvement Introduction to HMI staff, purpose of course, school routine, why work	Orientation & self improvement, Responsibilities of worker & employer, objective enrich trainees opinion of domestic work	Orientation & self improvement, benefits of working for company, rights of citizenship, reasons for taxes, S.S. etc.	Orientation & self improvement, learn to learn senses, relationship of senses to awareness, to qualities of good worker	Orientation & self improvement, time & place, where am I, aquaint students with NYC transportation system
9:00 to 10:00	Child Care Introduction charcteristics of successful sitter responsibilities	Child Care Child's relationship to family, Children with special needs	Child Care Methods of safe environment, First aid, Emergency, Signs of illness, Prevention	Child Care Illnesses - Cont. fever, handling diets, colds	Child Care Test continued Accidents, cuts, burns, sprains, poisons
10:00 to 12:00	Foods Introduction Imp. of breakfast Imp. of nutrition	Principles of egg cookery - buying, storing, cooking, recipes, demonstrations - scrambled eggs Class Activity - simple breakfast with eggs Evaluation	Methods egg cookery (soft - hard) demonstration - garnishes with eggs Class activity soft eggs - hard eggs - garnishes	Egg main dish - First test - Omelets Baked eggs Dem. Omelet Class activity First test - omelet baked - Review nutrition	Filmstrip "The Crystal Touch" Practice table setting and service
12:00 to 12:30	Getting to know kitchen - Knowing equipment & utensils, recipes, menus				
12:30 to 1:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:30 to 2:00	Management 1st day on job purpose here clean-plants	Management messy apartment - what first! simple organization needs for todays jobs	Management Family habits - work, Interferences Role playing	Management Decision making HMI work simplication	Management Needs of family Daily) Weekly) Tasks Special)
2:00 to 3:00	Laundry & clean Introduction - Laundry machine Filmstrip - "Focus on Family Wash"	Laundry Equipment - your Responsibility Soaps - detergents	Laundry - demonstration - on washer different types of machines	Laundry - starting Label saving What can be washed	Water - types of, why rinse rinse problems

Household Management, Inc. Course of Study - Phase II

ORIENTATION AND SELF IMPROVEMENT — 24 Hours

I. The Training Program — 1/2 Hour
   A. Material to be covered during course

II. Development of Positive Work Attitudes — 4½ Hours
   A. Responsibilities of the worker and employer
   B. Understanding the relation of marketable skills to personal independence
   C. Learning of the relationship of the workers role to the total work world (what constitutes an honest days work)
   E. Identifying possible trouble spots in the work world
      1. Why people sometimes fail to impress clients or employer
         a. poor appearance
         b. unbusinesslike attitude
         c. extreme nervousness
         d. unfriendly manner
         e. failure to appear for interview at appropriate time
         f. other
      2. Reasons why workers loose jobs or receive poor reports
         a. laziness
         b. carelessness
         c. unwillingness to follow rules or directions
         d. troublemaking
         e. lack of adaptability
         f. inability to communicate effectively
         g. other

III. Understanding one's own behavior in the work world — 10 Hours
   A. Human relations on the job
      1. What are human relations?
      2. Basic wants of individuals (other than food and shelter) wants - work, approval, think and act as individuals, success, create or contribute
      3. Individual's methods of gaining "wants"
         a. good job performance
         b. assistance of friends
         c. using unfair work methods
         d. holding others back
   B. How good human relations can be developed
      1. With the co-workers
         a. treat and know people as individuals
         b. recognize that people's moods are unpredictable
         c. don't pass the buck
         d. be loyal to co-workers
         e. communications (understand what is being said)
      2. With the employer
         a. be loyal to the employer
         b. accept constructive criticism
         c. contribute new ideas for the advancement of the business
         d. assume and carry out assigned responsibilities

e. recognize the employer as a human being, subject to verying needs
f. accept company policy and procedure

C. The part our thinking plays in relations with others
1. positive thinking
2. negative thinking
3. understanding group spirit and group conflict
4. ways to foster friendship rather than hostility
5. developing leadership in a group

D. The effect of good human relations in the world of work
1. high productivity
2. low labor-turnover
3. decrease in tardiness and absenteeism
4. few grievances
5. motivation for high morale
6. advancement on job

E. The traits exhibited by a person who understands good human relations
1. depends on self
2. thinks of future
3. seeks responsibility
4. looks first for source of failure in himself, then tries to overcome it
5. does things for others - does not expect special favors
6. thinks of himself as an equal, in good esteem
7. interested in others
8. cooperates easily
9. avoids and resents sympathy
10. is glad to see other succeed
11. does his own thinking and is confident
12. knows that persons are respected for what they do
13. gives others the benefit of the doubt
14. gives credit easily
15. is adaptable
16. tries to understand what others are saying

IV. Improving the Development of self 9 Hours

A. Personal essentials for a productive well adjusted life
1. good health
2. sound health habits
3. good appearance - care of skin, teeth, hair, nails, diet etc.
4. good mental attitude
5. economic freedom

B. Why work
1. Responsibilities
a. what does being a citizen mean
b. why pay taxes
c. participating in government
2. Benefits
a. social security
b. compensation
c. hospitalization
d. unemployment
e. vacation
f. job security

C. Other responsibilities
1. Transportation

39 Hours

Food Preparation and Serving

2 Hours

I. Kitchen Management
A. Following recipes
B. Menu planning
C. Correct utensils
D. Measurement
E. Use and care of equipment, appliances and utensils
F. Storage techniques - freezing etc.
G. Safett

4 Hours

II. Meal Planning
A. Breakfast
B. Lunch
C. Dinner
1. Buffet
2. Formal - sit down
D. Shopping

29 Hours

III. Principles of food preparation
A. Egg - custard, sauce, boil, fry etc.
B. Meat and Poultry
1. Broiling
2. Roasting
3. Pan frying
C. Vegetables and Fruit
1. Fresh
2. Frozen
3. Casseroles
4. Salads
D. Starches - noodles, spaghetti, rice etc.
E. Desserts
1. Quick breads
2. Cakes (mixes)
3. Pies
4. Desserts - puddings, etc.
F. Accompaniments
1. Beverages - hot, cold, wine
2. Cheese
3. Garnishes

4 Hours

IV. Table Service
A. Table setting
B. Table serving - buffet - sit down
C. Use and care of linen, china and silver
D. Flower arranging - centerpieces

Home Management — 24 Hours

I. Aspects of Managing a Home — 6 Hours
   A. Time, Energy, Space, Maintenance, Food Preparation
   B. Essential Job
      1. What takes place in basic rooms of dwelling
   C. Analyzing the job
      1. Steps
   D. Necessary Equipment
   E. Making an all-over job-plan

II. Time Management — 4 Hours
   A. What is time used for
   B. Planning provides time
   C. Equipment time savers
   D. Spacing jobs - dovetailing

III. Person Management and Motivation — 4 Hours
   A. Responsibilities of Clients
   B. Responsibilities of Employee
   C. Relationships
      1. Factors effecting
      2. Overcoming personal differences

IV. Meal Management — 4 Hours
   A. Basic Foods
   B. Menu Planning
   C. Shopping

V. General Responsibilities — 6 Hours
   A. Decision Making
   B. Communications
   C. Emergencies
   D. Special Family Needs

Cleaning and Laundering - Work Related Experience — 63 Hours

I. Introduction to Cleaning — 10 Hours
   A. What is Cleaning - why clean - what to look for
   B. Use of Equipment - Basic tools and cleaning materials
   C. Taking Care of Equipment - Simple Maintenance
   D. Time saving techniques
      1. time and motion studies
      2. time tables
   E. Order of work

II. Specific Jobs — 17 Hours
   A. Walls and woodwork
   B. Window coverings - blinds, draperies, shades, etc.
   C. Furniture - wood, plastic, metal, painted, glass
   D. Floor Coverings - wood, vinyl, marble, rugs
   E. Accessories - lamps, glass, antiques, silver, book shelves

III. Specific Jobs(Con't) — 12 Hours
- A. Bathroom - tile, fixtures, toilet, cabinets
- B. Kitchen - stove, sink, cabinets - counters, appliances
- C. Bedroom - bed, mattress
- D. Closets
- E. Playroom and nursery

IV. Laundering — 12 Hours
- A. Sorting - color, item, soil, fabric
- B. Identifying fabrics and washability
- C. Detergents and laundry aids
- D. Spotting and stain removal
- E. Washers
  1. Types
  2. Use and Care

V. Drying and Ironing — 12 Hours
- A. Fabrics - drying requirements and techniques
- B. Preparation for Ironing or Non-Ironing
- C. Proper Ironing techniques
- D. Special and specific fabrics - i.e. synthetics, woolens, etc.
- E. Special items - slipcovers, bedcovers, etc.

W E E K L Y _ C U R R I C U L M

1ST WEEK

HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30 to 9:30	Orientation & Self Improvement Introduction to staff, material to be covered during course, why exercise	Development of positive work attitudes Responsibilities of worker and employer	Development of positive attitudes Understanding of marketable skills Personal independence	An honest day's work Following directions	An honest day's work Following directions Trouble spots
9:30 to 10:30	Food Prep. & Serving Kitchen management Overall study of equipment, utensils, arrangement	Meal Planning	Meal Planning	Principles of Food Preparation Eggs Main Dishes	Eggs Main Dishes
10:30 to 11:30	Food Prep. & Serving Kitchen management Overall study of equipment, utensils, arrangement	Meal Planning	Meal Planning	Principles of Food Preparation Eggs Main Dishes	Eggs Main Dishes
11:30 to 12:00	L U N C H	& C L E A	N - U P		
12:30 to 1:00	Home Management Time Energy Space Maintenance	Essential jobs	Essential jobs	Analyzing the job	Necessary equipment
1:00 to 2:00	Cleaning and Laundering What is cleaning Use of equipment	Use of equipment	Use of equipment	Taking care of equipment	Time-saving techniques Order of work
2:00 to 3:00	Cleaning and Laundering What is cleaning Use of equipment	Use of equipment	Use of equipment	Taking care of equipment	Time-saving techniques Order of work

W E E K L Y _ C U R R I C U L M

2ND WEEK

HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30 to 9:30	Orientation & Self Improvement Understanding one's own behavior in the "world of work"	Basic wants of Individual Work, approval	Method of gaining wants	Good human Relations on the job - co-workers	Responsibilities to employers
9:30 to 10:30	Human relations on the job Food Preparation & Serving Egg	Meat & Poultry	Meat & Poultry	Meat & Poultry	Meat & Poultry
10:30 to 11:30	Food Preparation & Serving Egg	Meat & Poultry	Meat & Poultry	Meat & Poultry	Meat & Poultry
11:30 to 12:00	L U N C H & C L E A N - U P				
12:00 to 1:00	Home Management Making an all-over job-plan	What is time used for	Planning provide time	Equipment time savers	Spacing jobs Dovetailing jobs
1:00 to 2:00	Cleaning & Laundering A. sorting B. Identifying fabrics & washability	Detergents	Spotting & Stain removal	Washers 1. Types 2. Care & use of	Washers 1. Types 2. Care & use of
2:00 to 3:00	Cleaning & Laundering A. sorting B. Identifying fabrics & washability	Detergents	Spotting & Stain removal	Washers 1. Types 2. Care & use of	Washers 1. Types 2. Care & use of

W E E K L Y _ C U R R I C U L M

3RD WEEK

HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30 to 9:30	Understanding one's own behavior in the work world Part our thinking plays in relation to others	Understanding one's own behavior in the work world Part our thinking plays in relation to others	Effect of good human relations in world of work	Traits exhibited by a person who understands good human relations	Traits exhibited by a person who understands good human relations
9:30 to 10:30	Foods Vegetables & Fruits	Vegetables & Fruits	Starches Spaghetti Rice	Starches	Desserts
10:30 to 11:30	Foods Vegetables & Fruits	Vegetables & Fruits	Starches Spaghetti Rice	Starches	Desserts
11:30 to 12:00	L U N	C H & C L	E A N - U	P	
12:00 to 1:00	Home Management Necessary equipment	Making and following an all-over plan	Making and following an all-over plan	Time Management	Planning provides time
1:00 to 2:00	Washers Use and care of	Specific jobs . Walls and woodwork	Window coverings	Furniture	Furniture
2:00 to 3:00	Washers Use and care of	Specific jobs walls and woodwork	Window coverings	Furniture	Furniture

W E E K L Y _ C U R R I C U L M

4TH WEEK

HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30 to 9:30	Improving the development of self	Improving the development of self	Improving the development of self	Improving the development of self	Improving the development of self
9:30 to 10:30	Desserts	Accompaniments Bev-coffee, tea, wine	Garnishes	Tablesetting	Tablesetting
10:30 to 11:30	Desserts	Accompaniments Bev--coffee, tea, wine	Tablesetting	Tablesetting	Cleaning & Laundering Drying & Ironing
11:30 to 12:00	L U N C H & C L E A N - U P				
12:00 to 1:00	Home Management Motion time savers	Equipment Time savers		Spacing jobs	Dove tailing
1:00 to 2:00	Specific jobs cont. Floor coverings	Accessories	Bathroom	Kitchen	Bedroom
2:00 to 3:00	Specific jobs cont. Floor coverings	Accessories	Bathroom	Kitchen	Bedroom

W E E K L Y _ C U R R I C U L M

5TH WEEK

URS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8 30 to 9:?0	Orientation Why work Responsibilities	Benefits	Benefits	Transportation	Cleaning & Laundering
9:?0 to 10:30	Preparation for Ironing or non-ironing	Proper ironing techniques	Special and specific fabrics	Special items	Special items
10:30 to 11:30	Preparation for Ironing or non-ironing	Proper ironing	Special and specific fabrics	Special items	Special items
11:30 to 12:00	L U N C H & C L E A N - U P				
12:00 to 1:00	Cleaning & Laundering Dovetailing	Home Management Person Management Motivation Responsibilities of Clients	Person Management Motivation Responsibilities of Clients	Responsibilities of Employees	Responsibilities of Employees
1:00 to 2:00	Specific Items Bedrooms Cont.	Home Management Closets	Playroom & Nursery	Accessories	Accessories
2:00 to 3:00	Work Experience	Work Experience	Work Experience	Work Experience	Work Experience

ORDER OF WORK

1. Straighten kitchen and pick up necessary cleaning supplies and proceed.
2. Start in the rooms farthest away from the kitchen. Usually the bedrooms. Try to do children's rooms first.
3. Next, do the living room, dining room and other living areas.
4. Do the bathrooms.
5. Do the kitchen last - as it has the most traffic and you will have finished all other chores.

Once you are in the individual room - follow this basic pattern of working:

1. Pick up loose items and put away.
2. Strip bed.
3. Vacuum windows, blinds, window sills.
4. Vacuum upholstery, mattress etc.
5. Dust all surfaces - use service tool
6. Vacuum or dust floors.
7. Make bed and puff pillows.
8. Spot clean walls, light switches etc.
9. Vacuum carpets.

Kitchen & bath:

1. Straighten and put away all loose items.
2. Spot clean walls.
3. Wipe down walls, or tiles, or cabinets.
4. Clean medicine chest.
5. Clean toilet, sinks, showers.
6. Dust and wash floors.

HOUSEHOLD MANAGEMENT, INC.

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INTERVIEW REPORT

NAME OF APPLICANT: DATE OF THIS INTERVIEW:

ADDRESS PHONE

THIS IS: 1st INTERVIEW ☐ 2nd INTERVIEW ☐ 3rd INTERVIEW ☐

INTERVIEWER:

PLEASE REPORT YOUR INTERVIEW IMPRESSIONS BY CHECKING THE ONE MOST APPROPRIATE BOX IN EACH AREA.

1. APPEARANCE				
☐ Very untidy; poor taste in dress.	☐ Somewhat careless about personal appearance.	☐ Satisfactory personal appearance.	☐ Good taste in dress; better than average appearance.	☐ Unusually well groomed; very neat; excellent taste in dress.
2. FRIENDLINESS				
☐ Appears very distant and aloof.	☐ Approachable; fairly friendly.	☐ Warm; friendly; sociable.	☐ Very sociable and outgoing.	☐ Extremely friendly and sociable.
3. POISE-STABILITY				
☐ Ill at ease; is "jumpy" and appears nervous.	☐ Somewhat tense; is easily irritated.	☐ About as poised as the average applicant.	☐ Sure of himself; appears to like crises more than average person.	☐ Extremely well composed; apparently thrives under pressure.
4. PERSONALITY				
☐ Unsatisfactory for this job.	☐ Questionable for this job.	☐ Satisfactory for this job	☐ Very desirable for this job.	☐ Outstanding for this job.
5. CONVERSATIONAL ABILITY				
☐ Talks very little; Expresses himself poorly.	☐ Tries to express himself but does fair job at best.	☐ Average fluency and expression.	☐ Talks well and "to the point."	☐ Excellent expression; extremely fluent; forceful.
6. ALERTNESS				
☐ Slow to "catch on."	☐ Rather slow; requires more than average explanation.	☐ Grasps ideas with average ability.	☐ Quick to understand; perceives very well.	☐ Exceptionally keen and alert.
7. INFORMATION ABOUT GENERAL WORK FIELD				
☐ Poor knowledge of field.	☐ Fair knowledge of field.	☐ Is as informed as the average applicant.	☐ Fairly well informed; knows more than average applicant.	☐ Has excellent knowledge of the field.
8. EXPERIENCE				
☐ No relationship between applicant's background and job requirements.	☐ Fair relationship between applicant's background and job requirements.	☐ Average amount of meaningful background and experience.	☐ Background very good; considerable experience.	☐ Excellent background and experience.
9. DRIVE				
☐ Has poorly defined goals and appears to act without purpose.	☐ Appears to set goals too low and to put forth little effort to achieve these.	☐ Appears to have average goals; puts forth average effort to reach these.	☐ Appears to strive hard; has high desire to achieve.	☐ Appears to set high goals and to strive incessantly to achieve these.
10. OVERALL				
☐ Definitely unsatisfactory.	☐ Substandard.	☐ Average.	☐ Definitely above average.	☐ Outstanding.

THIS APPLICANT SHOULD BE HIRED: YES ☐ NO ☐ IF NO, STATE REASON:

RESULTS OF REFERENCE CHECKS

TYPE OF WORK FOR WHICH APPLICANT APPEARS BEST QUALIFIED:

ADDITIONAL COMMENTS:

HOUSEHOLD MANAGEMENT, INC.

T E A C H E R ' S R E C O R D A N D E V A L U A T I O N

Trainee's Name _____

Training Class _____

RATING:	Unsatisfactory	Satisfactory	Comments
Quality of Work			
Quantity of Work			
Personality			
Personal Appearance			
Attendance			
Dependability			
Alertness			
Organization			
Participation			
Job Knowledge			

Proficiency:	Excellent	Good	Fair	Poor	Fast	Slow
Dusts						
Vacuums						
Polishes Furniture						
Polishes Silver, Brass						
Dusts & Washes Woodwork & Baseboard						
Makes Beds						
Cleans & Polish Floors						
Operates Large Kitchen Appliances						
Cleans Bathroom						
Launders						
Irons						
Cooks						

HOUSEHOLD MANAGEMENT, INC.

Proficiency (Cont.)	Excellent	Good	Fair	Poor	Fast	Slow
Serves at Table						
Washes dishes & pots						
Operates Small Appliances						
Cleans Kitchen Appliances						
Child Care						
Senior Citizen Care						
Money Management						

Comments: (Weak and or Strong Points)

_____ Teacher

_____ Date

TASK TIME CHART

TASK	TIME
Bedroom	1 Hour
Living Room	1 Hour
Add 3/4 to 1 hour for book shelves and knick-knacks.	
Kitchen	1 Hour
Add ½ hour for stoves Add 1½ hours for the refrigerator including defrosting.	
Bathroom	3/4 Hour
Add ½ hour for glass doors on stall shower	

Add 4 hours for emptying, cleaning and redoing closets.

Add ½ hour for vacuming venitian blinds and cornices.

Double all time estimates when cleaning is done for the first time after reasonable neglect.

Light Cleaning - ½ hour/room, Heavy Cleaning includes chores with asterisk - 1 hour room.
Approximately one hour per room - for heavy cleaning
Approximately ½ hour per room - for light cleaning

Kitchen

1. Clean-off table, counters--put away dishes.
2. Wash counters and work surfaces.
3. Wipe away spots from refrigerator and range.
*4. Wipe refrigerator and range exterior clean.
*5. Wash and clean range drip pans.
*6. Wash and put away dishes.
7. Spot clean and wipe cabinets and walls clean.
*8. Dust & wipe clean cannisters, breadbox and decorative items.
9. Empty garbage, wipe can, replace garbage bag.
*10. Wash and wipe garbage can.
11. Scour sink.
12. Polish chrome.
13. Sweep and/or damp mop floor.
*14. Wash floor thoroughly.
15. Put tools away.

Bath

1. Straighten towels and all items that show.
*2. Replace towels if necessary.
3. Empty waste basket.
*4. Wash and wipe waste basket.
5. Clean toilet bowl with cleaner and wipe around exterior.
*6. Wash wall tile, pay special attention to areas near tub and sink.
7. Wash tub and sink with cleanser or all purpose cleaner.
*8. Wash outside tub, sink and toilet bowl.
9. Wash soap dishes, toothbrush holders, faucets, handles, drains & shower rods.
10. Wash and shine outside medicine chest.
11. Shine and polish chrome & mirror.
12. Damp mop floor.
*13. Wash floor thoroughly.

Living Areas - Living Room, Bedroom, Dining Room, Den

1. Straighten up & put away loose items.
2. Empty ash trays--wipe clean.
3. Empty waste basket--wash & wipe clean.
4. Remove dead flowers, wash vase.
5. Water and dust plants (if requested).
6. Straighten shades, shutters or blinds.
*7. Dust Venetian blinds or shades (vacuum).

Living Areas - Living Room, Bedroom, Dining Room, Den. (Continued)

8. Dust window sills (vacuum), wipe clean.
*9. Dust woodwork (vacuum).
10. Dust all furniture surfaces, glass, formica.
*11. Dust all surfaces including objects.
*12. Vacuum upholstered furniture.
13. Spot clean fingermarks - light switches & door knobs.
*14. Spot clean walls and woodwork with heavy duty cleaner.
15. Make bed (fresh linen if needed).
16. Dust mop floors.
17. Vacuum rugs and carpets.
18. Puff up pillows and upholstery.
19. Put tools away and rinse and dust cloths

EQUIPMENT, APPLIANCES AND FURNITURE

LIVING ROOM

1 Sofa

2 Small chairs

1 Floor lamp (metal)

4 Living plants

1 Susan fruit dish

1 Coffee table (glass top)

3 Book shelves (stacked)

2 End tables

2 Table lamps

1 Music box (minature capital)

4 Throw pillows

1 Ash tray (blue)

1 Tall knick-knack shelve

1 Carpet

2 Window Shades

2 Pairs drapries (gold)

KITCHEN NO. 1

1 Westinghouse electric stove (chambershood)

1 Philco Automatic 14 Refrigerator

1 Admiral Custom Freezer

1 Utility cabinet (small)

1 General Electric Dishwasher

1 Stainless steel sink and lower cabinets

5 Upper storage cabinets

KITCHEN NO. 2

1 Hardwick Gas Range Kitchen Ventless

1 General Electric Refrigerator

1 Portable Mobile Maid (G.E.) dishwasher

1 Royal Rose Gas Range

1 Stainless Steel sink and storage base

1 Utility cabinet (small)

3 Upper storage cabinets

KITCHEN NO. 3

1 Royal Rose Gas Range

1 Utility cabinet

1 2-Speed washer G.E.

1 Clothes Dryer G.E.

1 Maytag washer

1 Maytag dryer

1 Enamel sink

1 Wooden cake stand

1 Pepper mill

2 Water pitchers

Cannister Sets

1 Aqua set - 4 pieces

1 White plastic - 4 pieces

1 Green metal West Bend - 4 pieces

Miscellaneous

4 Plastic garbage cans

2 Step-on Garbage Cans

1 Plastic bath tub

1 Sterilizer and bottles

3 Metal waste baskets

Utensils

Faberware

3 qt. Sauce pans

1 Small Frying pan

4 qt. pot

8 qt. Covered pot

Teflon

1½ Qt. Sauce pan

2½ Qt. Frying pan

10 in. Frying pan

Ekco

1 qt. Sauce pan

3 qt. Sauce pan

5 qt. Covered pot

10 in. Frying pan

Flint Ware

1 Qt. Saucepan & top

1 8 Qt. Pot & top

Cast Iron - Orange

1 9½ in. Pot and top

1 7 in. Pot and top

1 6¼ in. Pot and top

1 5 in. Pot top

6¼ Frying pan

7¼ Frying pan

8½ Frying pan

Westbend

3 Coffee pots (36 cups)

1 Small Coffee pot

Pyrex

1½ Qt. mixing bowl

1½ Pt. mixing bowl

2¼ Qt. mixing bowl

2½ Qt. covered casserole

1 Souffle

Fire King

5 Nested mixing bowl

3 Qt. casserole

1 Qt. 1 loaf dish

1 Square baking dish

1 Oval baking dish

1 Qt. baking dish

2 Qt. baking dish

9 in. baking dish

3 Nested mixing bowls

1 Cookie sheet

1 Roasting pan

4 Mirro Muffin tin

2 Cake racks

China

Corrine pattern

1 Creamer

6 Cups

8 Saucers

8 Fruit Dishes

8 Soup bowls

8 Salad dishes

8 Dinner plates

1 Serving bowl

1 Chop plate

Scandia (white)

8 Dinner plates

8 Salad dishes

8 Soup dishes

8 Fruit dishes

1 Sugar bowl

1 Creamer

1 Serving bowl

1 Chop plate

8 Cups

8 Saucers

Silverware

Pandora
8 knives

8 Dinner forks

14 Tea spoons

1 Sugar spoon

1 Butter knife

Crosspoint (stainless)
7 Knives

5 Forks

4 Salad forks

11 Teaspoons

7 Soup spoons

1 Butter knife

1 Sugar spoon

S.C.C. (stainless)

7 Knives

7 Dinner forks

7 Salad forks

14 Teaspoons

7 Soup spoons

2 Serving spoons

Cromptone
8 Dinner plates

8 Salad plates

7 Cups

8 Saucers

8 Soup dishes

1 Platter

1 Sugar bowl

1 Creamer

Green Crystal
1 Salad bowl (large)

1 Sugar bowl

1 Creamer

5 Dessert bowls

2 Salt Shakers

2 Pepper Shakers

2 Glasses (short)

Clear Crystal
44 Cups

1 Salad bowl

Silverware continued.

"Eileen"

8 Knives

6 Dinner forks

1 Salad fork

12 Teaspoons

6 Soup spoons

1 Butter knife

1 Sugar spoon

2 Serving spoons

5 Iced tea spoons

6 Butter spreaders

Wellingware (stainless)

4 Forks

8 Salad forks

11 Tea spoons

2 Soup spoons

Miscellaneous Silver

2 Serving spoons

7 Knives

4 Dinner forks

1 Salad fork

2 Cake servers

2 Butter spreaders

1 Soup spoon

3 Iced tea spoons

1 Salad server

1 Spoon & 1 Fork

1 Cake knife

2 Demitasse spoons

2 Bullion spoons

CLASS ROOM

6 Folding tables and 1 large table

29 Chairs

1 Dining table and 4 chairs

1 Portable bulletin board

2 Step stools

2 Step ladders

1 Metal Book case

1 Box spring and mattress

6 Metal storage cabinets

2 Utility shelf racks

1 Movie projector - Serial No. 60303 and remote speaker

1 Typing table

1 Portable blackboard

3 Portable sewing machines (Singer)

1 Coat hanger

3 Ironing boards

1 Drying rack

1 Filing cabinet

2 Shetland floor polishers

1 Regina floor polisher

1 Singer upright vacuum cleaner

1 Singer Canister vacuum cleaner

2 Shetland Canister vacuum cleaners

1 Hoover Canister vacuum cleaner

1 Hoover upright vacuum cleaner

3 Laundry unit tables

1 Teacher's desk and chair

CLASS ROOM (continued)

1 Round metal table

1 Contemporary chair (blue)

1 Rocking chair

1 Cradle

1 Chest of draws

1 Chest of draws with mirror

1 Record player (R.C.A.)

1 Metal flower stand

2 Contemporary lamps (white ball shape)

2 Electric wall clocks

1 Wicker storage basket

Miscellaneous

2 Cintura plates

1 White plate

12 Etchea glass plates

1 Cake plate (footed)

1 Pair crystal Salt & Pepper Shakers

4 Salt & Pepper shakers (chrome tops)

1 Clear plastic server

1 Glass serving bowl (cut design)

1 Flour bowl (milk glass)

1 Table Crumb set

6 Green relish servers

2 Pineapple servers

4 Vinegar cruets

1 Wicker bread server

5 Plastic servers

2 Plastic Daisy serving trays

8 Daisy Mats

4 Oval Floral plastic mats

4 Plastic rectangular mats (leaf design)

8 Black plastic place mats

2 Tin serving trays

11 Plastic trays

1 Wooden oval serving tray

1 Woven wine rack

1 Basket

1 Glass vase, scalloped top

1 Blue glass flower vase

4 Kitchen timers

CERTIFICATE OF PROFICIENCY

Household Management Inc

131 East 23rd St., NYC

This is to Certify

That *has successfully completed the seven week course in household management as prescribed and approved by The United States Department of Labor and The United States Department of Health, Education and Welfare and has thereby achieved the grade of Household Technician.*

Know by this seal and signature

EDWARD M. BLACKOFF, DIRECTOR
HOUSEHOLD MANAGEMENT, INC.

(DATE ISSUED) | HMI IDENTIFICATION CARD

HOUSEHOLD MANAGEMENT INC.

NAME

THIS CARD WILL CERTIFY THAT THE BEARER WHOSE SIGNATURE APPEARS ON THE BACK IS AN ACCREDITED HOUSEHOLD TECHNICIAN.

DIRECTOR EXPIRES

A career development training program under a contract from the Manpower Administration, U. S. Department of Labor and the Office of Education, U. S. Department of Health, Education and Welfare.

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FINAL EXAM

Part I

True - False - Mark + for true and 0 for false in the spaces below.

1.___ A cookie sheet has low sides

2.___ When cooking vegetables there should be enough water to cover them.

3.___ When you bake or roast the top of your product should be as high as possible.

4.___ When you broil in an electric oven the door should be left open.

5.___ Whenever using an electric appliance, the plug should be removed before you turn it off.

6.___ Napkin and fork are always placed on the right of the plate.

7.___ Water and wine glasses should be filled without lifting from the table.

8.___ If a dish is being removed and replaced with another at the same time, remove with the left hand and replace with the right.

9.___ Before serving dessert, everything should be removed from the table except the knife, glassware and decorations.

10.___ Spoons and knives are always placed on the right of the plate.

Part II

Multiple Choice - Underline the correct answer

1. The two main parts of a recipe are
   amounts menu ingredients instructions

2. A good saucepan has a
   flat bottom curved bottom

3. One stick of butter equals
   ¼ cup ½ cup 1/3 cup

4. 3 teaspoons equal
   2 tablespoons 1 tablespoon 1½ tablespoons

5. Cooking under direct heat so the fat can drip away is called
   broiling baking basting

Multiple Choice (Continued)

6. When pre-treating a soiled shirt collor use

   Calgon Whisk Downy Boraxo

7. A product used in the final rinse to make clothes softer is

   Fab Finish Whisk Downy

8. The first stop in getting ready to launder a family wash is

   Loading adding bleach pre-treating sorting

9. You would use_____water to wash colored clothes

   hot cold warm

10. For best results in drying permanent-press clothes and linens, remove them from the dryer when they are;

    partially dry thoroughly dry very damp

11. The washer setting to choose from laundering nylon slips, night-gowns, panties, etc. is

    gentle permanent press regular

12. Linen should always be ironed

    damp dry wet

13. Synthetics such as rayon and nylon fabrics should be ironed with a _____ iron

    hot cool moderate hot moderate cool

14. A _____sudsing detergent gives the most efficient performance in most washers

    high low

Part III

Fill In

From the following list fill in the proper tool for cleaning

rod crevice dusting upholstery rug and floor

1._____ used for window sills

2._____ used to extend hose

3._____ used for carpets

4._____ used for radiators and grills

Fill In (Continued)

5._____ used for overstuffed furniture

6._____ used for getting into corners

7._____ for cleaning venetian blinds

8._____ for bare floors

9._____ for books and bookshelves

10._____ for draperies

Fill in the blanks; with your idea of a good answer

1. The best product for cleaning a wood floor is_____.

2. _____is a product used for cleaning windows or glass.

3. Wood furniture requires a product such as _____.

4. The best polish for cleaning silver is_____.

5. To clean stained marble or slate_____has been found effective.

6. Two home products_____and_____can be used to clean copper.

7. _____, a common household product can be used for removing spots.

8. The best all-around product for cleaning a bathroom is_____.

9. To keep stainless steel sinks shining and spot-free, wipe thoroughly each week with_____.

10. _____is used to clean ovens and range surfaces regularly.

Jiffoam oven cleaner
Oven-off
Lemon oil
Lemon juice
Salt
Johnsons Baby Oil
Mineral Oil
Cold Water All
Boraxo
Zud
Comet
Joy detergent
Pledge (lemon)

Pride furniture polish
Behold furniture polish
Dow bath cleaners
409 bath cleaners
Mr. Clean
Soilax
Jato
Gorham Silver Polish
Noxon Metal Polish
Windex window cleaner
Glass Wax
Preem
Butcher's wax

One Step
Vista floor care
Bright sail
Aer-o-wax
Glo Coat

Part IV

Look at the following terms that have been used during your classes.
Find the correct definition.

_____	Punctual	1. Chemical combination to remove soil.
_____	Work Simplification	2. Following directions and doing things that need doing without being told.
_____	Detergent	3. Being on time.
_____	Tactful	4. Being pleasant in a touchy situation.
_____	Working on your own	5. Doing a job the easiest way

Part V

Beside each food write down the kind of measure you would use.
Liquid or dry. (Mark L or D in the spaces below)

Milk_____

Flour_____

Salad oil_____

Butter_____

Sugar_____

Water_____

Shortening_____

Part VI

1. Give the steps for personal beauty care to be followed each day.

_____

_____

_____

2. What beauty practices should be followed at least once a week (or oftener if need be).

_____

_____

_____

Part VI (Continued)

3. What are some of the exercises we did in class that can be done at home without much trouble?

_____

_____

_____

_____

_____

4. We exercise as we lose weight because

_____

_____

_____

5. Why is a neat, well-groomed appearance essential to the job as well as to our own well-being?

_____

_____

_____

Part VII

Draw a place setting. Include the following items and label each:

Cover plate
Salad plate
Salad fork
Dinner fork
Dinner knife
Teaspoon
Dessert spoon
Soup spoon
Napkin
Goblet
Wine glass

Part VIII

Think of taste, smell, color and texture when planning a menu: -

1. Which two vegetables would you select to serve with a broiled steak. (Check 2)

   (a) asparagus

   (b) creamed onions

   (c) mashed potatoes

   (d) mashed white turnips

2. Broiled filet of flounder. (Check 2)

   (a) mashed potatoes

   (b) baked sweet potatoes

   (c) sliced buttered beets

   (d) creamed onions

3. A tossed salad should be

   (a) oily

   (b) limp

   (c) crisp

4. Salad greens should be:

   Check correct answer

   (a) cut with a knife

   (b) cut with scissors

   (c) broken with the fingers

5. A piece of chuck is best cooked by

   (a) broiling

   (b) frying

   (c) potting or braising

Part VIII (Continued)

6. There is very little fat on a turkey therefore it should be:

Check correct answer

(a) braised

(b) broiled

(c) basted

Part IX

1. Which is the correct way to answer the telephone:-
Circle the number of the correct answer.

1. Jones residence, Mrs. Smith here.
2. Hello, Jones residence, Mrs. Smith speaks.
3. Good morning, Jones residence, Mrs. Smith the housekeeper speaking.

2. What is Household Management's phone number?_____

Household Management, Inc.

Name_____

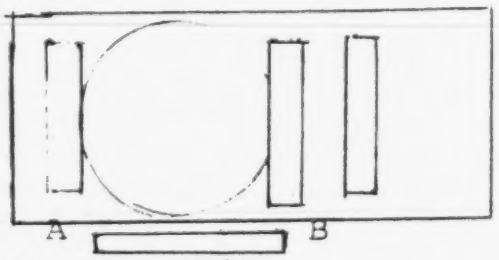
Date_____

FOODS TEST FORM B

Select the best answer for each question and encircle the corresponding letter in the answer column.

1. What would you do if a guest dropped a fork on the floor?
   a. Wait for the hostess to pick it up.
   b. Pay no attention.
   c. Pick it up, take it to the kitchen, and bring another fork.
   d. Bring another fork at once.

2. How do you serve the coffee?
   a. Stand at A and reach with left hand.
   b. Stand at A and reach with right hand.
   c. Stand at B and reach with left hand.
   d. Stand at B and reach with right hand.



3. How would you measure 1/3 cup of fat if you had a tablespoon and a measuring cup that holds exactly 1 cup?

   a. Measure six level tablespoons full of fat.
   b. Pack fat into cup until it reaches the 1/3 mark.
   c. Fill the cup 1/3 full of cold water and add fat until the cup is full.
   d. Fill the cup 2/3 full of cold water and add fat until the cup is full.

4. How would you prepare a green vegetable salad?
   a. Toss chilled vegetables together lightly with a fork and add dressing just before serving.
   b. Mix dressing with vegetables early and chill until ready to serve.
   c. Mix all vegetables when they are at room temperature, chill and then add dressing.
   d. Mix all vegetables and salad dressing with a wooden spoon just before serving.

5. Which on of these practices should be followed in washing dishes?
   a. Stack dishes carefully in the dish pan.
   b. Place draining pan on right side of dish pan (if you are right-handed).
   c. Rinse dishes thoroughly in warm water.
   d. Store dishes in a cupboard at the left side of the sink.

6. Which one of these meats would you not serve unless it was thoroughly cooked?
   a. Beef
   b. Lamb
   c. Pork
   d. Veal

INTERVIEW EVALUATION FORM

Name of Enrollee_____

Questions to be asked by Interviewer

1. Are you interested in entering the program to become a Household Technician? If so, why?
2. Have you any doubts about the program? If so, what are they?
3. Do you know the purpose of this program?
4. What are some of the things you would learn about in the ten week course?
5. What part of the work would you enjoy doing most?
6. Is there any kind of work listed here that you don't like to do? If so, why?

(This gives the interviewer a chance to say that when we learn to do something very well, or when we are taught the proper way to do certain things, we then like to do them).

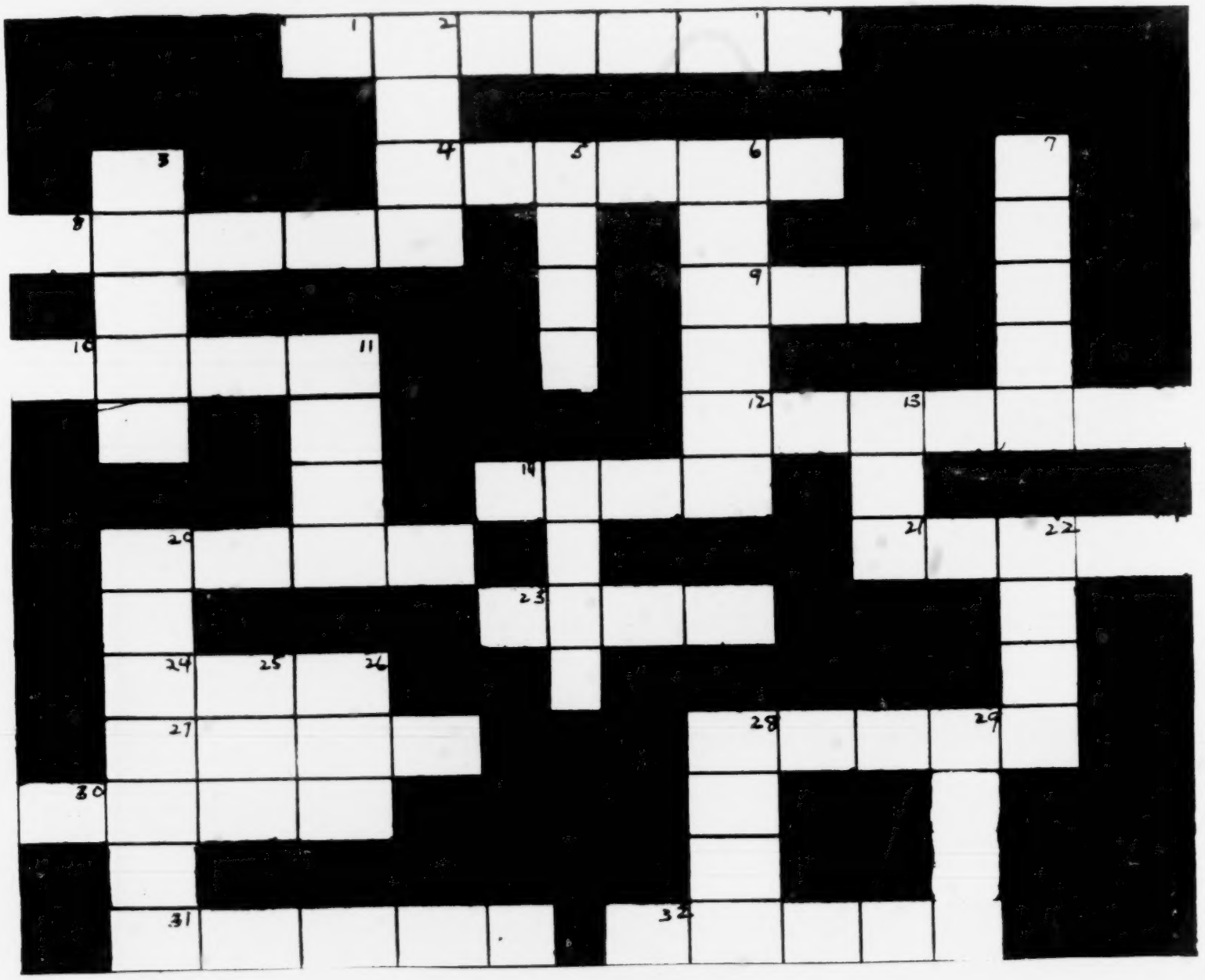
7. Do you think the benefits offered to you are good?
8. What is the name of the job you will be trained for?
9. What is the address of Household Management, Incorporated, the company that will train and employ you?
10. What is the telephone number of Household Management, Incorporated?

INDICATE ANSWERS BY 2 or 4

Questions

1. General Interest	2. Doubts	3. Purpose of Program	4. Learnings	5. Work liked best

6. Work liked best	7. Benefits of job	8. Name of job	9. Address of H.H.M.	10. Telephone No. of H.H.M.



ACROSS

1. Tool for cleaning carpets quickly
4. Soaks up water
8. Made of bristles
9. Small wonder
10. String or sponge
12. Makes flour finer
14. Large and small
20. Enemy of cleanliness
21. Yellow part of egg
23. Big protein food
24. Clean ones are needed
27. Used for carrying dishes
28. Cut down middle
30. Good for handling hot pots
31. Oven browned meat
32. Dishes taste better

DOWN

2. Clean clothes
3. Sweeps up dirt
5. Opposite of closed
6. Fat
7. Place to buy groceries
11. Low and high
13. Cook in fat
15. One thing on a market list
20. Worse than dirt
22. Needs cleaning out of dryer
25. Pictures
26. Fuel

HOW DO I RATE ON TABLE SETTING?

Place an X in the column which most nearly describes the way you set table.

	YES	NO
1. Is the table cloth on straight and even, with the center fold down the center of the table? Are the place mats on straight? The hot pads?		
2. Are the covers, including those for the host and hostess, opposite each other so that the table appears balanced?		
3. Is the center-piece (if there is one) low and placed in the center of the table?		
4. Is there so much silverware and china on the table that it appears crowded?		
5. Is each individual cover set properly?		
6. Are the serving dishes arranged for the convenience of the host and hostess?		
7. Does each person have about 18 inches for his or her cover?		
8. Are the chairs placed so that they will not have to be pulled out from under the table when each guest sits?		
9. Have you forgotten anything that should be on the table?		
10. Are the dishes placed too close to the edge of the table?		
11. Are any of the dishes finger-marked?		
12. Is all the serving silver on the table and in place?		

CLEANING TEST

NAME_____

DATE_____

1. What do you do first upon entering a room?

   _____

2. Which room should you do first when possible

   _____

3. Which room is done last?

   _____

4. Do the following & check each as you finish.

Check ✓	
	(a) Make bed
	(b) Bare floor
	(c) Carpet
	(d) Sofa
	(e) Window sill
	(f) Window shade or Venetian blinds
	(g) Woodwork and corners under window
	(h) Glass coffee table
	(i) One shelf of book case
	(j) Load dishwasher
	(k) Wash back bath floor
	(l) Clean sink and chrome shined
	(m) Start bath washers and dryers
	(n) Turn electric range to 350° and to broil

Your Name _____ School _____

Level/Grade/Year _____ Teacher _____

READING

Would you like to find out how well you can read? It will be useful for you to know.

On the next few pages are some stories. Each story is printed in a box.

1. Read the story -- read the questions after each story.
2. Think of the answer. Take your time.
3. Write the answer in the space at the end of each question.

HERE IS HOW TO DO IT

> Jim went into a pay telephone. He put in a dime and dialed the number. He heard it ring. Hello! Hello! It was his mother.

1. What did it cost Jim to call his mother?

   a) a penny c) a dime

   b) a nickel d) a quarter 1. _____

The answer is a dime. Write c in the space next to 1.

2. Who answered the telephone when Jim called?

   a) his mother c) his sister

   b) his brother d) his father 2. _____

The answer is his mother. Write a in the space next to 2.

To answer each question, write the letter a, b, c, or d in the space at the end of each question as you did above.

If you have any questions, raise your hand. Your teacher will help you. Wait for the teacher to tell you to begin before turning the page.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 35 40 45 50 55 60

The driver of the car did not stop at the red traffic light. The police officer who was on duty there gave him a ticket.

1. The reason the driver got the ticket was because

   a) he drove over the speed limit.

   b) he blocked the street crossing.

   c) he passed a red light.

   d) he had no license to drive. 1. ____

2. The police officer was on duty at the

   a) traffic light. c) corner store.

   b) station house. d) gas station. 2. _____

When the boss called on the telephone, Jim was not in the shop A man who works with Jim wrote the message on some paper Jim read it. It said--put gas in the car and check the oil.

3. This is how Jim found out what the boss wanted him to do.

   a) the boss told him on the telephone.

   b) Jim read the message on the paper.

   c) The boss sent Jim a letter.

   d) Jim found out on the radio. 3. ___ _

4. The boss wanted Jim to

   a) check the oil and water.

   b) put air in the tires.

   c) take care of the gas and oil.

   d) get a new truck. 4. _____

On your Income Tax Report, you are told: Report the full amount of your wages, salary, fees, tips and other payments for your personal services even if taxes for these have been withheld by your employer.

5. When you send in your Income Tax Report,

   a) you do not have to report tips.

   b) you report the full amount of payments for personal services.

   c) you report only wages, not fees for services.

   d) you do not report the full amount of your wages. 5. _____

6. The salary or wages of pay which you show on your Income Tax Report, should include

   a) your take-home pay only.

   b) only the taxes withheld by your employer.

   c) your full salary - take-home pay plus taxes.

   d) only tips, fees, and relief checks. 6. _____

When we voted for a new mayor of our city we marked an X next to the name of the man we wanted to elect. This is what the ballot looked like.

Democrat - John Snow	☐
Republican - Sam Church	☐
Independent - Edward Stone	☐

7. Everyone who voted for John Snow put an X in the box that was

   a) next to his name.

   b) in the middle row.

   c) last on the list.

   d) on the third line. 7. ____

8. The total number of men who ran for office of mayor in our city was

a) one.

b) two.

c) three.

d) four.

8. ___

The prices of food in our cafeteria are shown on a board near the entrance. It looks like this.

MENU

Coffee	.10	Ice Cream	.15	Sandwiches	
Tea	.10	Cake	.20	Egg	.35
Milk	.10	Pie	.20	Cheese	.50
Soda	.15	Soup	.20	Meat	.80

9. All the drinks for sale in the cafeteria are shown on the

a) middle or center of the board.

b) left side of the board.

c) right side of the board.

d) inside of the board.

9. _____

10. The sandwich that costs the most money is made of

a) egg.

b) soup.

c) cheese.

d) meat.

10. _____

Mary Brown wanted to work in a food store. She went to the manager. He asked her to fill out this Application for Employment.

Application

1. Name _____ Age _____ Sex _____

2. Address _____
(Street) (City) (State)

3. Telephone Number _____ Social Security Number _____

4. Date of Birth _____ Height _____ Weight _____

5. Position Wanted _____ Date you can start _____

11. Mary wants to work in the meat department. Where will she write this?

a) Address
b) Telephone Number
c) Position Wanted
d) Date you can start

11. _____

12. Mary Brown was born on May 23, 1936. She is 5 feet, 2 inches tall. She weighs 125 pounds. On what line should she write this?

a) Line 1
b) Line 2
c) Line 3
d) Line 4

12. ___

Harry Smith saw an ad. in the newspaper for a car washer. This is what the ad. said about the work.

Car Washer: Work with a team of four men. New type of washing system. Must have driver's license. 40 hour week. Good pay for over-time work. Call MR. CARSON, NU-STYLE CAR WASH, 375 PARK STREET, NEW CENTER, N.Y.

13. The man Harry had to call to ask about the car wash job was MR.

a) PARK STREET
b) NEW CENTER
c) CARSON
d) NU-STYLE

13. _____

14. Harry felt he had a good chance to get the job because

a) he wanted good pay. c) he lived near Park Street.

b) he liked a 40 hour week. d) he had a driver's license. 14. ____

The red and yellow sign beside the door of the school said:

MOTHERS AND DADS

who were not able to finish

school and want to improve their

Reading, Writing, Speaking

JOIN UP, COME ON OVER

ADULT EDUCATION - PARK SCHOOL

Monday and Thursday Nights 7:30 - 10:30 P.M.

The Program is Free! Call Queens 2-8656 All Day

15. The program of adult education was set up to help mothers and dads

a) repair their house floors.

b) read, write, or speak better.

c) clean their kitchen sink.

d) drive a car more safely. 15. _____

16. Sam and Jane Lewis said they would be able to join the class because they were free on

a) Saturday and Sunday nights.

b) Monday and Friday nights.

c) Tuesday and Wednesday nights.

d) Monday and Thursday nights. 16. _____

If your work is covered by the Social Security Act, you must have a social security account number. This account number is shown on your social security card. It is used to keep a record of what you earn.

If you are employed, show your card to each employer so that he may give your name and account number exactly as they are on your social security card when he reports your wages.

Your social security office will help you get a social security card. If your card is lost, they will get you a new one.

Each employer must give you receipts for the social security taxes he has taken from your pay. He must do this at the end of each year and when you stop working for him.

17. The number of your social security card is used to keep a record of

    a) the address where you work.

    b) the number of days you work.

    c) what you earn.

    d) when you voted in the election.

17. ___

18. Your employer must know two things which are written on your social security card. He needs these when he reports your salary. He needs to know your name and your

    a) social security account number.

    b) postal zip code number.

    c) bank account number.

    d) social club address number.

18. _____

19. If you lose your social security card, you can get a new one from your

a) employer. c) union.

b) income tax office. d) social security office. 19. _ ___

20. Your employer must give you receipts for the social security taxes he withholds from your pay. He must do this when you stop working for him and also at the end of each

a) year. c) week.

b) month. d) day. 20. _____

Jim's car would not start. Jim called a mechanic to repair it. The mechanic iifted the hood and turned a part of the motor with his hand. In half a minute the motor was running.

"How much do I owe you?" asked Jim.

"Two dollars and ten cents," said the mechanic.

"That's a lot of money for just one turn of your hand. How do you figure two dollars and ten cents?" asked Jim.

"Well," said the mechanic, "for one turn of my hand - ten cents. For knowing what part of the motor to turn - two dollars."

21. What was wrong with Jim's car?

a) It had a flat tire. c) It would not start.

b) It ran out of gas. d) It would not stop. 21. __ __

22. The mechanic said that Jim had to pay him

a) two dollars. c) nothing.

b) ten cents. d) two dollars and ten cents. 22. __ -

a) one turn of my hand.

b) knowing what part of the motor to turn.

c) for the tow charge.

d) for the new part he had to put in. 23. ___

24. The story of Jim and the mechanic has a message for people who want to improve and get ahead.

a) You can make good money if you have special training in a trade.

b) Auto mechanics can't be trusted.

c) Jim did not think the mechanic asked too much to fix the car.

d) It takes a very long time to repair a car. 24. ___

You can never be sure what the car ahead will do. To give yourself plenty of room to stop in time, follow this simple rule: Allow at least one car length between your car and the one ahead for each ten miles an hour of speed. At 20 miles an hour, allow two car lengths; at 60, allow at least six car lengths. You should also take into consideration the amount of traffic and especially, the condition of the road surface.

25. When you drive a car, leave plenty of room between your car and the car in front of you. One reason is that you can never be sure

a) what the car behind will do.

b) what the car ahead will do.

c) what the car on the side will do.

d) what the car you are in will do. 25. _____

26. Allow at least one car length between your car and the one ahead for

a) each 10 miles an hour of speed.

b) each 20 miles an hour of speed.

c) each 40 miles an hour of speed.

d) each 60 miles an hour of speed. 26. _____

27. When you drive at 50 miles an hour, you should keep the distance between your car and the car in front of you at

a) one car length.
b) three car lengths.
c) five car lengths.
d) fifty car lengths.

27. ____

28. When deciding how far to stay behind the car in front, you should consider the condition of the road and the

a) color of the road.
b) model of your car.
c) size of your car.
d) amount of traffic.

28. _ . __

A fire broke out last night in a big apartment house on Main Street and First Avenue. Three fire engines, a hook and ladder truck, and an emergency car rushed to the large corner building. Nobody was injured. Property damage was small.

The call to the fire department was turned in by Sam Jones, the manager of a hardwar store. At 6 P.M. he saw black smoke coming from the roof. Fire Chief Smith said that the prompt action of Mr. Jones saved the building from much more damage. The fire started in the living room of an apartment rented by Lou Harris. It was caused by a burning cigarette.

The fire was put out and the danger was over by half past six. A large number of people watched the fire fighters. Many of them took pictures. Mayor Green said the firemen and the police did a fine job.

29. The number of vehicles that the fire department sent to the scene of the fire was

a) one.
b) five.
c) three.
d) seven.

29. ____

30. The newspaper story said the fire began in a

a) department store basement.
c) big apartment building.
b) one-family house.
d) school lunch room.
30. _____

31. The name of the man who turned in the alarm was

a) Jones.
c) Harris.
b) Green.
d) Smith.
31. __ __

32. The fire was out and the danger was over at

a) five o'clock.
c) six o'clock.
b) half past five.
d) half past six.
32. __ __

STATE OF NEW YORK

1332

IN ASSEMBLY

January 14, 1970

Introduced by Mr. SOUTHALL—read once and referred to the Committee on Labor

AN ACT

To amend the labor law, in relation to removing the exclusion of domestic workers from the coverage of the statutory minimum wage

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

Section 1. Subdivision five of section six hundred fifty-one of the labor law, as last amended by chapter eight hundred eighty-nine of the laws of nineteen hundred sixty-eight, is hereby amended to read as follows:

5. "Employee" includes any individual employed or permitted to work by an employer in any occupation, but shall not include any individual who is employed or permitted to work: (a) in [domestic] service *as a part time baby sitter* in the home of the employer; (b) in labor on a farm; (c) in a bona fide executive, administrative, or professional capacity; (d) as an outside salesman; (e) as a driver engaged in operating a taxicab; (f) as a volun-

EXPLANATION — Matter in *italics* is new; matter in brackets [ ] is old law to be omitted.

teer, learner or apprentice by a corporation, unincorporated association, community chest, fund or foundation organized and operated exclusively for religious, charitable or educational purposes, no part of the net earnings of which inures to the benefit of any private shareholder or individual; (g) as a member of a religious order, or as a duly ordained, commissioned or licensed minister, priest or rabbi, or as a sexton, or as a christian science reader; (h) in or for such a religious or charitable institution, which work is incidental to or in return for charitable aid conferred upon such individual and not under any express contract of hire; (i) in or for such a religious, educational or charitable institution if such individual is a student; (j) in or for such a religious, educational or charitable institution if the earning capacity of such individual is impaired by age or by physical or mental deficiency or injury; (k) in or for a summer camp or conference of such a religious, educational or charitable institution for not more than three months annually, (l) as a staff counselor in a children's camp; (m) in or for a college or university fraternity, sorority, student association or faculty association, no part of the net earnings of which inures to the benefit of any private shareholder or individual, and which is recognized by such college or university, if such individual is a student; or (n) by a federal, state or municipal government or political subdivision thereof. The exclusions from the term "employee" contained in this subdivision shall be as defined by regulations of the commissioner.

§ 2. This act shall take effect on the first day of January in the year next succeeding the year in which it shall have become a law

Advisory Committee

Lewis Bloom, President
Bloomcraft Corporation

Poppy Cannon, Editor
Amsterdam News

Dr. Irene Von Csech
Department of Home Economics
Hunter College of the City University New York

Evelyn Cunningham - Associate Director Women's Unit
Governor Rockfeller's Office

Ruth Drescher - Reading Consultant
Area Supervisor, Adult Education
Board of Education of the City of New York

Ruth Mac Leod, Editor
Bride's Magazine

Duncan Mac Donald - Assistant to Editor
House Beautiful Magazine

Jerry Major - Editor
Ebony Magazine

Malcolm Lassman - Labor Relations
Vedder, Price, Kaufman, Kammholz, Mc Guiness

JOEL POPKIN & COMPANY
CERTIFIED PUBLIC ACCOUNTANTS
JOEL POPKIN, C.P.A.
ROY S. TUMPOWSKY, C.P.A.
1440 BROADWAY · NEW YORK, N.Y. 10018
212/564-1645

Household Management, Inc.
131 East 23rd Street
New York, N. Y.

We have prepared the accompanying financial statements of Household Management, Inc. as of September 30, 1969 and for the five months then ended.

	Reference
Balance Sheet - September 30, 1969	Exhibit "A"
Statement of Income and Retained Earnings for the five months ended September 30, 1969	Exhibit "B"

These statements were prepared from the books of account and related records without independent verification of the accounts, reflected therein, and are intended solely for the guidance of management. As the scope of our engagement was limited, we are unable to express an opinion as to the fairness with which the accompanying financial statements, taken as a whole, present financial position and results of operations.

Joel Popkin Company
JOEL POPKIN & COMPANY
Certified Public Accountants

New York, New York
November 7, 1969

EXHIBIT "B"

HOUSEHOLD MANAGEMENT, INC.

STATEMENT OF INCOME

FIVE MONTHS ENDED SEPTEMBER 30, 1969

INCOME		$152,996
EXPENSES:		
Officer's salary	$ 6,521	
Other salaries	80,537	
Training school supplies	3,096	
Rent	6,795	
Office expenses	464	
Postage	529	
Utilities	721	
Telephone	1,732	
Transportation and travel	703	
Advertising, publicity and promotion	2,911	
Commissions	18,568	
Professional services	4,387	
Printing	1,323	
Maintenance	333	
Insurance	2,710	
Payroll taxes	6,021	
Other taxes	399	
TOTAL EXPENSES		137,750
INCOME BEFORE TAXES BASED ON INCOME		$ 15,246
TAXES BASED ON INCOME		6,000
NET INCOME		$ 9,246

STATEMENT OF RETAINED EARNINGS

Amount at May 31, 1969	$ 10,917
Net income for the period	9,246
Amount at September 30, 1969	$ 20,163

Issued without opinion

Note: The accompanying letter is an integral part of this statement.

JOEL POPKIN & COMPANY
CERTIFIED PUBLIC ACCOUNTANTS

HOUSEHOLD MANAGEMENT, INC.

BALANCE SHEET

SEPTEMBER 30, 1969

ASSETS

CURRENT:	
Cash	$33,956
Accounts receivable	35,961
Loans and exchanges	2,916
TOTAL CURRENT ASSETS	$77,033
OTHER, Security deposits	1,761
TOTAL ASSETS	$79,594

LIABILITIES

CURRENT:	
Accounts payable	$ 5,305
Due to officer	36,027
Taxes, other than income	6,528
Income taxes payable	6,571
TOTAL CURRENT LIABILITIES	$58,431

STOCKHOLDERS' EQUITY

CAPITAL STOCK	$ 1,000	
RETAINED EARNINGS	20,163	21,163
TOTAL LIABILITIES AND STOCKHOLDERS' EQUITY		$79,594

Issued without opinion

Note: The accompanying letter is an integral part of this statement.

JOEL POPKIN & COMPANY
CERTIFIED PUBLIC ACCOUNTANTS

CERTIFIED PUBLIC ACCOUNTANTS

JOEL POPKIN, C.P.A.
ROY S. TUMPOWSKY, C.P.A.

1440 BROADWAY • NEW YORK, N.Y. 10018
212/564-1845

Household Management, Inc.
131 East 23rd Street
New York, N. Y.

We have prepared the accompanying financial statements of Household Management, Inc. as of April 30, 1970 and for the year then ended:

	Reference
Balance Sheet - April 30, 1970	Exhibit "A"
Statement of Income and Retained Earnings for the year ended April 30, 1970	Exhibit "B"

These statements were prepared from the books of account and related records without independent verification of the accounts, reflected therein, and are intended for the guidance of management. As the scope of our engagement was limited, we are unable to express and opinion as to the fairness with which the accompanying financial statements, taken as a whole, present financial position and results of operations.

Joel Popkin & Company

JOEL POPKIN & COMPANY
Certified Public Accountants

New York, New York
July 13, 1970

NOT AUDITED

HOUSEHOLD MANAGEMENT, INC.

STATEMENT OF INCOME

YEAR ENDED APRIL 30, 1970

INCOME, including interest of $389		$364,153
EXPENSES:		
Officer's salary	$ 16,118	
Other salaries	212,679	
Training school supplies	6,995	
Rent	15,580	
Office expenses	829	
Postage	1,330	
Utilities	1,202	
Telephone	4,590	
Transportation and travel	2,219	
Advertising, publicity and promotion	12,347	
Commissions	22,568	
Legal	9,136	
Accounting	3,000	
Printing	4,171	
Maintenance	1,194	
Insurance	5,265	
Interest	49	
Payroll and other taxes	18,046	
Miscellaneous	1,160	
TOTAL EXPENSES		338,478
INCOME BEFORE TAXES BASED ON INCOME		25,675
TAXES BASED ON INCOME		8,489
NET INCOME		$ 17,186

STATEMENT OF RETAINED EARNINGS

Amount - at beginning of year	$ 10,917
Net income for the year	17,186
Amount at end of year	$ 28,103

Note: The accompanying letter is an integral part of this statement.

EXHIBIT "A"

NOT AUDITED

HOUSEHOLD MANAGEMENT, INC.

BALANCE SHEET

APRIL 30, 1970

ASSETS

CURRENT:		
Cash		$34,773
Accounts receivable		36,197
TOTAL CURRENT ASSETS		70,970
OTHER, Security deposits		1,761
TOTAL ASSETS		$72,731

LIABILITIES

CURRENT:		
Accounts payable		$ 5,130
Due to officer		23,110
Taxes, other than income		6,898
Income taxes payable		8,490
TOTAL CURRENT LIABILITIES		$43,628

STOCKHOLDER'S EQUITY

CAPITAL STOCK	$ 1,000	
RETAINED EARNINGS	28,103	29,103
TOTAL LIABILITIES AND STOCKHOLDER'S EQUITY		$72,731

Note: The accompanying letter is an integral part of this statement.

JOEL POPKIN & COMPANY
CERTIFIED PUBLIC ACCOUNTANTS

JOB SUMMARY FOR ENROLLEES

Working in a home can be a very good position. This kind of work needs a reliable person who knows how to do many things well.

The Federal Government has provided funds for Household Management, Incorporated, to give a ten week training course. This is for American women of all ages who want to become Household Technicians. The purpose is to raise the standards of household work.

For the job you will be taught:

1. Food preparation and service,
2. Modern ways of cleaning,
3. Laundry and ironing,
4. Care of children,
5. Care of old people

To improve yourself you will learn health care and how to keep a job. You will be taught all this in a large and beautiful modern apartment.

When you finish the course you will be given a diploma. Household Management, Incorporated, will give you a job.

1. You will receive a salary of about $95 a week.
2. You will work a 40 hour week any 5 days.
3. The people you will work for will be chosen carefully by Household Management, Incorporated.
4. Your benefits will include a paid two week vacation, paid holidays, and hospitalization. While you are working Household Management, Incorporated, will give you advice and will check on your working conditions.

If you want to improve yourself, improve your working conditions, and make more money, this is a good chance for you.

Write to:

Household Management, Inc.
131 East 23rd Street
New York, New York 10010

Call:

Household Management, Inc.
254-4820